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ABSTRACT

This four-part report provides an analysis of the Rhode Island Teacher Center (RITC) pilot program during the fiscal year 1975. Part 1 discusses the Center's major function, objectives, and relationship to the Bureau of Technical Assistance within the Rhode Island State Department of Education. Part 2 examines the survey of teachers and administrators of selected school districts conducted to determine the impact of the project. This section discusses the purposes of the survey, explains the types of information that were sought, and how the data were gathered. Part 3 summarizes the survey results. Part 4 reviews the survey results and applies them to the following 11 project objectives: to (a) establish learner objectives and measure performance with regard to these objectives, (b) increase staff development in local education agencies, (c) increase amount of field-based inservice training for teachers, (d) increase cooperative planning between institutions of higher education and local education agent staffs, (e) increase cooperative planning between institutions of higher education and state department staffs, (f) increase the number of new programs and practices in local schools, (g) reallocate budgeted resources, (h) increase out-of-district funding, (i) increase indices of student performance, (j) increase number of clients using individualized instruction, and (k) establish a problem-solving capacity in local education agencies. Also attached are the following appendixes: (a) survey instruments, (b) computer data tables for survey, and (c) tables of 'open-ended' responses. (Author/JS)

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EVALUATING THE TEACHER CENTER PILOTS:
THE THIRD ANNUAL REPORT
1974-1975

Volume III
RHODE ISLAND TEACHER CENTER

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This report attempts to provide a current picture of the Rhode Island Teacher Center (RITC) pilot program during the fiscal year 1975. If it succeeds, it is due to the considerable amount of patience and help that has been provided by many key individuals who have borne the responsibilities for this effort over the past several years.

Edward Dambruch, the assistant director of RITC, and Kenneth Mellor, director of RITC and chief of the Bureau of Technical Assistance in the State Department of Education, have provided consistent support for the evaluation tasks engaged in by management and evaluation staff. Without their generous donation of time and support, this report would not have been possible.

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In the final analysis, I recognize the contributions of others, but must assume full responsibility for any errors or misconceptions present in this report.

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CHAPTER 1

PROJECT DESCRIPTION

The purpose of this chapter is to give the reader a clear, accurate picture of the Rhode Island Teacher Center -- its major functions, its objectives, and its relationship to the Bureau of Technical Assistance within the Rhode Island State Department of Education.

The following narrative describes in the form of a network design, the overall organization of both the Bureau of Technical Assistance (BTA) and the Rhode Island Teacher Center (RITC). This network illustrates at a general level the interrelationships that exist between the individual components within the two units. To further explain this network is a series of descriptions of the major components depicted within the network. These descriptions have been abstracted from RITC and ERC documents, and include: Rhode Island Teacher Center Internal Evaluation Report, FY 1974, Volumes I & II, Charlottesville, Virginia; Evaluating the Four Teacher Center Pilots, Second Annual Report, FY 1974, The Rhode Island Teacher Center, Charlottesville, Virginia; and Rhode Island Teacher Center, Providence, Rhode Island (E 120 RI). In the lexicon of the Discrepancy Evaluation Model,* the network and component descriptions are called a design. This design is used to give the reader a concise view of the major inputs and processes within the project.

GENERAL DESCRIPTION

The Rhode Island Teacher Center is an organization within the Bureau of Technical Assistance. Collaborating and cooperating with its

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* Malcolm Provus, Discrepancy Evaluation Model, McCutchan Publishing Corporation, (Berkeley, California), 1971.

parent organization, RITC is designed to improve Rhode Island education by providing a variety of services to the school districts across the state. The project is made up of three basic components: (1) Teacher Needs Assessment; (2) the Alternate Learning Center (ALC); and (3) Competency-Based Teacher Education/Competency-Based Certification (CBTE/CBC). These components, working in conjunction with related bureau services such as program development, consultants, and support services, are coordinated by overall management and evaluation components.

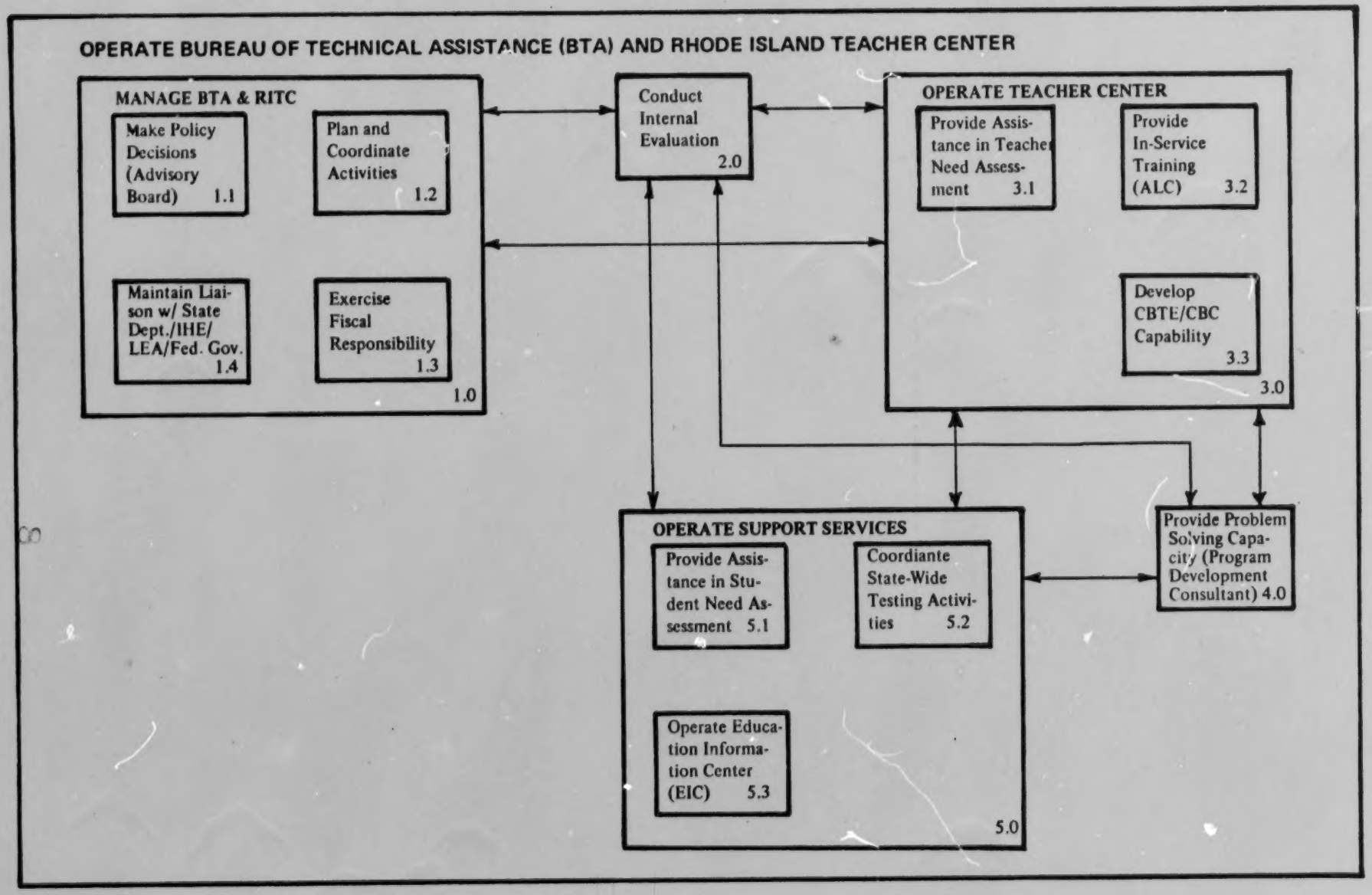
The interrelationships of these components can be more easily seen in Figure 1, "Operate Bureau of Technical Assistance and Rhode Island Teacher Center," which appears on the following page. Each of the blocks depicted in the figure is described in narrative form below.

1.0 - Manage BTA and RITC:

The RITC director and assistant director are responsible for the management of the center. They are advised by a fifteen-member board of directors, which serves as its policy-recommending body. This board is composed of teachers, administrators, higher education personnel, community members, and state department staff, and is directly responsible to the Rhode Island Commission of Education.

The director of the center also heads the Bureau of Technical Assistance, which gives him direct control over the program development and support services to facilitate the achievement of Teacher Center objectives. Planning and coordinating the various components is

Figure 1


OPERATE BUREAU OF TECHNICAL ASSISTANCE (BTA) AND RHODE ISLAND TEACHER CENTER
MANAGE BTA & RITC
Make Policy Decisions (Advisory Board) 1.1
Plan and Coordinate Activities 1.2
Maintain Liaison w/ State Dept./IHE/ LEA/Fed. Gov. 1.4
Exercise Fiscal Responsibility 1.3
1.0
Conduct Internal Evaluation 2.0
OPERATE TEACHER CENTER
Provide Assistance in Teacher Need Assessment 3.1
Provide In-Service Training (ALC) 3.2
Develop CBTE/CBC Capability 3.3
3.0
OPERATE SUPPORT SERVICES
Provide Assistance in Student Need Assessment 5.1
Coordiante State-Wide Testing Activities 5.2
Operate Education Information Center (EIC) 5.3
5.0
Provide Problem Solving Capacity (Program Development Consultant) 4.0

accomplished at weekly staff meetings attended by management and component coordinators. At these meetings, plans and activities are reviewed and discussed for the individual components. Aside from the weekly staff meetings, project management work closely from day to day with individual component coordinators to review problems or assist in decision making.

2.0 - Conduct Internal Evaluation

RITC utilizes the Discrepancy Evaluation Model (DEM) to assess its operations and the extent to which its objectives are met. This model requires specification of program standards (program design) and evaluation procedures (evaluation plan) in order to determine discrepancies between standards and performance. A special internal evaluator was appointed by the project. Assisted by the Evaluation Research Center at the University of Virginia, the internal evaluator facilitates the implementation of the model.

The major function of internal evaluation includes constructing and monitoring a program design to serve as the standard for program operation and evaluation. On the basis of this program design, an evaluation plan is created; it is geared to identify the critical information needed for each of the components. Instruments are then developed and administered. Finally, data are collected from the instruments and shared with program management on a regular basis.

3.0 - Operate Teacher Center

As already noted, there are three primary components within RITC: Teacher Needs Assessment (TNA); Alternate Learning Center (ALC); and Competency-Based Teacher Education/Certification (CBTE/CBC). Descriptions of each of these components follow.

3.1 - Provide Technical Assistance in Teacher Needs Assessment

The major purpose of TNA is the identification of staff training needs at both the state and local levels. At the state level, needs assessment activities provide information concerning the training needs of administrators and teachers. Recently, a statewide survey was conducted that sampled the opinions of administrators at both district and school levels, and teachers at elementary, secondary, and special education levels. The results of this study will be used by the ALC in planning training programs that more closely address the specific needs of educators and administrators within the state. In addition, the component must help gain the support of professional organizations that might be prime factors in conducting successful needs assessment programs.

In cooperation with the program development consultants, the TNA coordinator helps support individual local education agencies through distribution of a "How-to" manual, consultation in problem areas, communication with other assessment experts, and with funding sources.

3.2 - Provide In-Service Training (Alternate Learning Center)

ALC is the in-service training component for RITC. Its major objective is to deliver validated programs to educators across the state in order to provide workable solutions to problems within local school districts.[1] Validated programs, or products, derived from research and development laboratories, as well as school-based developers, are collected by the ALC coordinator and reviewed by a program selection committee made up of teachers, administrators, higher education personnel, state department staff, and community members. The final selection of programs for educators is made by the Teacher Center staff.

Once the products are selected, the ALC carries out four major functions. First is to make local educators aware of the available products through an Awareness Conference; these annual conferences have involved about 200 educators per year, and a total of twenty-one products have been presented in four years. The second function is to develop and submit for funding proposals for in-service training. Program development consultants work directly with individual districts in developing these proposals, 166 of which, out of a total of 200, have been funded.

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1. A validated program is defined as one in which clearly stated objectives have been implemented for a period of time sufficient to demonstrate significant improvement by means of an evaluation design and is amenable to replication (that is, capable of adoption or adaptation and cost feasible).

The third function is to select and train educators for the selected programs, which are conducted in local schools wherever possible. The fourth function is the scheduling of the workshops, identification of sites, etc. Approximately 30 percent of the Rhode Island educators from 77 percent of the local education agencies have participated in ALC school-based in-service training.

In-service training is only one step in the adoption of validated programs. Local education agencies are urged to utilize the assistance of their program development consultant in the installation of the products in their individual locale.

Throughout the process, evaluation of critical activities is conducted. The ALC coordinator is continually kept abreast of activities and situations and in so doing, is aided in making necessary management decisions.

3.3 - Competency-Based Teacher Education/Certification (CBTE/CBC)

The primary mission of this component is to provide leadership to the state in the development of CBTE/CBC plans. Particular emphasis has been given to encouraging the involvement of a wide variety of educators -- teachers, administrators, higher education personnel, and state department staff members -- in order to gain support from a broad base of educators.

Three major functions are involved. First is the expansion of a regionwide data bank on CBTE/CBC in which materials have

been collected in cooperation with the Education Information Center, screened, classified, and disseminated. Second is the support of actual CBTE programs at Rhode Island College and the University of Rhode Island. Third is the support provided to state level planning and development by working closely with the associate commissioner of the education committee on CBTE/CBC.

4.0 - Provide Problem-Solving Capacity (Program Development Consultant)

The role of the program development unit is the delivery of service, advocacy, and leadership from the state department of education to the local education agencies and others who conduct educational programs. This component is made up of a coordinator and seven program development consultants who work directly with selected local education agencies.

In their service role, program development consultants provide a variety of program development activities beginning with assessment and culminating with evaluation. Services are available in needs assessment, use of the Education Information Center, and identification and selection of appropriate in-service training offered by ALC.

In his role of educational advocate, the program development consultant guides clients' proposals through the program review procedures that decide the funding for local program development activities. These two functions, service and advocacy, serve as the basis for development of the leadership function in the local education agencies.

5.0 - Operate Support Services

Support service is a technical support unit for the BTA and consists of three components, the Education Information Center (EIC), Student Needs Assessment, and Statewide Testing. The primary mission of this unit is to provide educators with technical support for planning and development through information (EIC), student needs assessment (needs assessment), and statewide testing. Resources and services are coordinated with those of the Teacher Center and provided to local education agencies via the program development unit. The coordinator of this unit serves as a member of the management team.

5.1 - Provide Assistance in Student Needs Assessment

The aim of the student needs assessment component is to develop the capacity of local education agencies to conduct a comprehensive needs assessment. This is accomplished through a Needs Assessment Manual, technical assistance, and training services. The staff member responsible for this component works closely with the component for teacher needs assessment since both units are based on the same conceptual framework as reflected by the Needs Assessment Manual. The assessment activities are designed to identify the needs of educators to serve as a basis for more effective planning in relation to the educational needs of children. Program development consultants provide assistance to educators in relating needs assessment data to the program development process.

5.2 - Coordinate Statewide Testing Activities

The major purpose of the statewide testing program is to provide statewide achievement test data to educators to aid in state-level planning and decision making. A second function is to provide useful information to local educators concerning the status of students, classes and schools. The staff member responsible for this activity contracts with an outside agency for the actual testing. He also monitors the progress of that agency in its identification of tests, data collection, data analysis and report writing.

5.3 - Operate Education Information Center

A third critical component of Support Services, closely related to the Teacher Center yet funded by an outside source, is the EIC. This component compiles information from national, regional, and local sources to provide a comprehensive yet easily accessible system for Rhode Island educators. Its major goal is to facilitate the use of up-to-date research information in improving and changing current education practices. Major activities include a computer and manual information retrieval system, reproduction of educational documents in microfiche and xeroxed copy, and selection and dissemination of information and resource guides on various educational topics. Local education agency personnel obtain services through their respective program development consultants, while institutions of higher education and state department of education personnel have direct access to the system.

CHAPTER 2

THE IMPACT SURVEY

The remainder of this report is divided into four major sections: rationale, methodology, results, and discussion of the results. The rationale states the purposes of the survey and explains the types of information that were sought. The methodology section explains how the data were gathered. The results summarize the responses to items on the survey.* The discussion contains a summary of the impact of RITC services as they relate to the problem-solving process and capability of Rhode Island educators. In addition, the appendixes include copies of the two forms of the instrument, administrator survey and teacher survey, used in this year's impact survey and a more detailed display of the data for each survey item.

A. RATIONALE

This survey was conducted by the Evaluation Research Center (ERC) of the University of Virginia as part of an overall effort to determine the impact of the National Teacher Center Pilot Project. This was done in conjunction with the Rhode Island Teacher Center, located in the State Department of Education in Providence, Rhode Island.

The purpose of this survey was to answer questions about the impact of RITC on its local education agency constituents. The survey

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* Following the data summaries for each item, there is a citation indicating the location of the appropriate table to be found in Appendix B of this volume. The items that were open-ended do not contain this citation.

is predicated on the assumption that an educational program will produce effects, and that these effects will activate a shift in educational policy away from the norm. Proceeding on these assumptions, three basic questions were asked about impact on Rhode Island educators:

1. Did the RITC project produce its intended effects for FY 1975?
2. Was there a change in the condition of these effects from FY 1974 to FY 1975?
3. What present conditions need to be taken into account for planning FY 1976 RITC activities?

Answers are correlated as to variables derived from a list of intended outcomes, or terminal objectives, specified by RITC management and staff for FY 1975. A list of the eleven objectives and their attendant variables follows.

Objectives specified by RITC management for FY 1975	Variables derived from objectives
1. Establish learner objectives and measure performance with regard to these objectives:	-- extent to which cognitive goal statements are developed; -- extent to which affective goal statements are developed; -- extent to which goals are attained before graduation; -- extent to which a broad program of performance goals is implemented.
2. Increase staff development in local education agencies:	-- awareness of regent's staff development release time rule; -- number of days spent in staff development during the past year;

Objectives specified by RITC management for FY 1975	Variables derived from objectives
2. Continued	-- existence of increase in staff development over the previous year; -- extent to which school used half-day staff development rule.
3. Increase the amount of field-based in-service training for teachers:	-- number of RITC training activities participated in during current year; -- name of most recent RITC training workshop participated in; -- amount of time spent in RITC training sessions; -- extent to which training addressed some need or problem; -- identification of need or problem; -- existence of same need or problem subsequent to training; -- extent to which presentations were rated effective; -- perception of quality of material; -- extent to which goals of training session were achieved; -- need for more training in same area; -- need for more training in other area; -- changes in administrative and teaching behavior as a result of training.
4. Increase cooperative planning between institutions of higher education and local education agencies staffs:	-- existence of cooperative planning between local education agencies and institutions of higher education within Rhode Island.
5. Increase in cooperative planning between institutions of higher education and state department of education staffs:	-- no sample of institution of higher education or state department of education staffs were included in the survey.
6. Increase the number of new programs and practices being used by the local school system:	-- existence of new curricula or instructional practices introduced in school or district this year; -- name of new curricula or instructional practices introduced.

Objectives specified by RITC management for FY 1975	Variables derived from objectives
7. Reallocate budgeted resources in the local education agencies and institutions of higher education:	-- use of local funds to implement practices or programs introduced by the Teacher Center.
8. Increase the amount of out-of-district funding sought and received:	-- attempts this year to gain access to non-local financial support; -- receipt of more out-of-district support this year.
9. Increase the indices of student performance:	-- existence of increase in student achievement scores this year over last as measured by the statewide testing program; -- existence of increase in student achievement scores this year over last as measured by standardized tests other than the statewide testing program.
10. Increase the number of clients using individualized instruction:	-- extent to which teachers structure lessons so that different students of same age or grade work toward different learning objectives; -- extent to which teachers structure lessons so that different students can advance toward the same learning objectives at different rates of speed; -- extent to which teachers structure lessons so that students work toward the same objectives using different materials, equipment or activities; -- extent to which teachers assess the level of student performance frequently; -- existence of individualized instruction in the school district and building; -- existence of individualized instruction in the classroom; -- existence of an increase in individualized instruction in the district; -- existence of an increase in individualized instruction in the school; -- existence of an increase in individualized instruction in the classroom.

Objectives specified by RITC management for FY 1975	Variables derived from objectives
11. Establish a problem-solving capacity in local education agencies:	-- use of program development consultant; -- outcomes of program development consultant use; -- use of student needs assessment services; -- use of teacher needs assessment services; -- outcomes of needs assessment services; -- existence of a mechanism for identifying the wishes and aspirations of students attending school; -- existence of a mechanism for identifying the educational goals that parents desire the school to address; -- existence of a mechanism for identifying the educational goals that professional staff desire the school to address; -- existence of a mechanism for identifying the local community needs that school programs might address; -- existence of a mechanism for determining the goals deemed important by the above groups; -- existence of a mechanism for comprehensive needs assessment; -- use of the Education Information Center; -- outcomes of EIC use; -- attendance at Awareness Conference IV; -- outcomes of Awareness Conference IV.

In addition, the following awareness objectives were surveyed for many RITC services:

-- existence of the RITC; -- existence of RITC-sponsored in-service training;

Objectives specified by RITC management for FY 1975	Variables derived from objectives
Awareness - continued.	-- existence of BTA Program Development Consultants; -- existence of BTA-sponsored Student Needs Assessment services; -- existence of RITC-sponsored Teacher Needs Assessment services; -- existence of BTA Education Information Center.

B. METHODOLOGY

Sample Selection.

School districts within the state were divided into four strata on the basis of the number of schools within the district. From these strata, schools districts were randomly selected in order to ensure that urban as well as rural school districts were included in the sample. There were only two districts -- Providence and Warwick -- in the first stratum. Both were picked because together they contained some seventy-nine elementary and junior high schools. The second stratum was made up of four districts, representing fifteen to twenty-three schools per district; those selected were Cranston and Woonsocket, each district representing twenty-three schools. The third stratum included nine districts representing seven to twelve schools; those selected from this stratum were Central Falls, representing seven schools, and Middleton, representing ten schools. The final stratum contained twenty-four districts, representing

one to seven schools; those selected from this stratum were New Shoreham, Smithfield, North Smithfield and Westerly. The total ten-district sample represents about one-fourth of the school districts within the state (the total number, thirty-nine).

Once the districts had been selected, the following rule is applied: in districts with less than ten schools, all were included; in districts with more than ten schools, three secondary (one senior high school and two junior high or middle schools) and seven elementary schools were included.

Procedure.

Within each district, the superintendent of schools was to be interviewed, as well as the principal and six teachers from each of the schools selected. The interviews were conducted by trained interviewers from April 21 through May 2, 1975.

Persons Interviewed.

The following table is a breakdown of the sample of persons interviewed in Rhode Island. The table presents a cross-tabulation of position of respondents by school district. The two numbers in each box represent the following: the top number is the count or absolute frequency within the box. For example, referring to the upper left box on the table, this number represents how many central administrators (one) were interviewed in Providence. The second, or bottom number, is the relative percentage of that count within the row (that is, of all the respondents in Providence, 8.3 percent were central administrators).

Item: Distribution of Educators Receiving Training from RITC According to Positions and School Districts

	PROVIDENCE 1.	CRANSTON 2.	SMTHFLD 3.	CNTRL FALLS 4.	NO SMTHFLD 5.
1. CENTRAL ADMIN	1 8.3	1 8.3	1 8.3	3 25.0	1 8.3
2. BLDG ADMIN	9 13.6	10 15.2	6 9.1	6 9.1	3 4.5
3. SCNDRY TCHR	4 4.5	10 11.4	12 13.6	6 6.8	6 6.8
4. ELEM TCHR	24 10.6	28 12.3	25 11.0	16 7.0	20 8.8
COLUMN TOTAL	38 9.7	49 12.5	44 11.2	31 7.9	30 7.6

[continued]

	WOONSKT 6.	WARWCK 7.	WSTRLY 8.	MDLTWN 9.	NSHORHM 10.	ROW TOTAL
1. CENTRAL ADMIN	1 8.3	1 8.3	1 8.3	1 8.3	1 8.3	12 3.1
2. BLDG ADMIN	8 12.1	8 12.1	7 10.6	8 12.1	1 1.5	66 16.8
3. SCNDRY TCHR	12 13.6	12 13.6	11 12.5	13 14.8	2 2.3	88 22.4
4. ELEM TCHR	36 15.9	35 15.4	4 1.8	35 15.4	4 1.8	227 57.8
COLUMN TOTAL	57 14.5	56 14.2	23 5.9	57 14.5	8 2.0	393 100.0

CHAPTER 3

RESULTS OF THE SURVEY

This chapter provides a summary of the results from the fiscal year 1975 impact survey in Rhode Island. They are presented according to the numerical order on the survey instruments administered to the educators participating in the study. In as many cases as possible, data from this year's survey are compared with those collected last year (FY 1974 Impact Survey). The data from which these results are summarized are included in Appendix B of this report, and are also referenced by item number wherever appropriate.

Item 1. "Are you aware of the existence of the RITC? (You may also know RITC as any one of the following: Bureau of Technical Assistance, Education Information Center, Program Development Consultants)." [Appendix B-1]

An average of 76 percent of the stratified random sample included in the impact survey were aware of the existence of the Rhode Island Teacher Center (RITC). Figures ranged from approximately 70 percent of both groups of teachers to 97 percent of the building administrators and 100 percent of the central administrators. According to districts, this awareness ran from 62 percent in Warwick to 100 percent in North Smithfield and New Shoreham.

These figures show an increase over the previous year, for the FY '74 impact survey showed an average of 52 percent aware of RITC. Figures ranged from approximately 43 percent of both groups of teachers

to 86 percent of the school administrators and 100 percent of the central administrators. Secondary and elementary schoolteachers showed an increase of approximately 30 percent, building administrators, about 10 percent. In both years, all central administrators indicated that they were aware of the Teacher Center.

Item 2. "Which of the following components of the RITC are you aware of?" [Appendix B-2 to B-6]

RITC provided a number of specific services to educators within the state. The results showed that 64 percent was aware of the Alternate Learning Center, 47 percent were aware of the Education Information Center, 28 percent were aware of the program development consultants, 17 percent were aware of student needs assessment and 13 percent were aware of teacher needs assessment. Awareness of these specific services can be broken down as follows.

Alternate Learning Center (ALC). Across positions, figures ranged from 46 percent of secondary schoolteachers to 62 percent of elementary schoolteachers, and from 88 percent of building administrators to 100 percent of central administrators. According to school districts, figures ranged from about 50 percent in Westerly and Warwick to 75 percent and 80 percent in North Smithfield, New Shoreham and Smithfield. Although the same question was not asked on last year's impact survey, two comparable questions were: the first, pertaining to in-service training offered through RITC, showed that 33 percent of the educators across the state were aware of in-service training, ranging from 20

percent of secondary schoolteachers to 36 percent of elementary schoolteachers, 62 percent of building administrators and 100 percent of the superintendents. The second comparable question related to the respondents' awareness of Awareness Conferences in FY '74; it showed a total of 23 percent of the sample were aware that RITC presented such conferences, ranging from 8 percent of the secondary schoolteachers to 19 percent of elementary schoolteachers, 57 percent of building administrators and 89 percent of superintendents. Thus, the data studied from both years' surveys show an increase in FY 1975 of ALC services over in-service training and awareness conferences in 1974.

Education Information Center (EIC). Of a total of 47 percent who were aware of the EIC, figures ranged from 36 percent of elementary schoolteachers, to 4[illegible] percent of secondary schoolteachers, 82 percent of building administrators and 100 percent of central administrators. Across districts, figures ranged from 25 percent of those surveyed in New Shoreham and Warwick to between 70 and 78 percent in North Smithfield and Westerly.

Last year's impact survey showed that 43 percent of educators sampled were aware of this service, ranging from 8 percent of secondary schoolteachers and 17 percent of elementary schoolteachers, to 57 percent of building administrators and 89 percent of central administrators.

Program Development Consultants. Twenty-eight percent of the sample were aware of consultants provided to local education agencies by RITC. Figures range from 15 percent of the elementary schoolteachers

to 24 percent of the secondary schoolteachers, 70 percent of the building administrators and 83 percent of the central administrators. This ranges across districts from approximately 1[illegible] percent of those sampled in Warwick and Woonsocket to 75 percent in New Shoreham.

Data gathered in FY 1974 indicated that 27 percent of the sample was aware of the consultants offered by RITC. This ranged from about 17 percent of both types of teachers to 63 percent of the building administrators and 89 percent of the superintendents. This year's results showed an increase in awareness for secondary schoolteachers and building administrators, and a slight decrease for elementary schoolteachers and superintendents.

Student Needs Assessment. Seventeen percent of the sample were aware of the service. Figures range from 10 percent of the teachers interviewed to 42 percent of the building administrators and 58 percent of the central administrators. Across districts, the data ranged from 5 percent in Woonsocket to 30 percent in North Smithfield.

Last year's results showed that 17 percent were aware of this service. This ranged from 3 percent of the secondary schoolteachers to 10 percent of the elementary schoolteachers, 43 percent of the building administrators and 100 percent of the superintendents. Results show that overall awareness in 1975 was less for superintendents, more for secondary schoolteachers, and about the same for building administrators and elementary schoolteachers.

Teacher Needs Assessment. Thirteen percent were aware of teacher needs assessment, with figures ranging from 7 percent of the teachers, to 33 percent of the building administrators, and 50 percent of the central administrators. Across districts, the range was from 2 percent in Woonsocket to 25 percent in New Shoreham.

Last year's results showed that 19 percent were aware of teacher needs assessment, ranging from 9 percent of the teachers, to 40 percent of the building administrators, and 78 percent of the superintendents. Results showed a decrease in awareness this year across all categories.

Item 3. "To what extent have you used any of the following services as they have been provided by RITC?" [Appendix B-7 to B-12]

With the exception of attendance at awareness conferences, all services were rated on a five-point scale (one equals "made no use of this service" to five equals "used this service a great deal"). The data are summarized first, according to the percentage of those making use of the service (that is, those rating it at two or more) and, second, according to the average amount and variation of use. Finally, results of this year's impact survey are compared with those from last years. In general, the results show considerable differences across districts and educational positions.

In-Service Training (Alternate Learning Center). Thirty-three percent used the service. The average rating on the five-point scale was 1.8, with a standard deviation of 1.4. Across districts, figures

ranged from 1.2 in Westerly to 4.6 in New Shoreham; across positions, the range was from 1.4 or 16 percent for secondary schoolteachers, to 1.7 or 30 percent for elementary schoolteachers, 2.5 or 55 percent for building administrators, and 3.8 or 83 percent for central administrators.

Three secondary schoolteachers, six central administrators, twenty-three building administrators, and forty-six elementary schoolteachers mentioned specific outcomes. These included production of classroom materials, development of an Individually Guided Education (IGE) program, improved skills in individualizing instruction, incorporation of metric units into general mathematics courses, improvement of parent-school relationships, development of a management system for schools, development of behavioral objectives, and the establishment of a new business department program in the schools.

Last year's results showed that 21 percent had used this training. Across categories, percentages ranged from 1 percent of secondary schoolteachers to 22 percent of elementary schoolteachers, 38 percent of building administrators and 78 percent of central administrators. Percentages of use increased this year over last, particularly for school administrators and secondary schoolteachers.

Attendance at Awareness Conferences. Twelve percent attended Awareness Conference IV, with figures ranging from zero percent in Westerly to 23 percent in North Smithfield. According to educational positions, the percentages ranged from approximately 6 percent for

teachers to 36 percent for building administrators and 50 percent for central administrators.

Three central administrators, eight building administrators, two secondary schoolteachers and five elementary schoolteachers identified actual outcomes. The results generally showed greater awareness of the in-service training opportunities available through the ALC.

Last year's data showed that 12 percent attended the previous awareness conference, with figures for the different groups ranging from 3 percent for secondary schoolteachers to 7 percent for elementary schoolteachers, 39 percent for building administrators to 67 percent for central administrators. Results showed a slight decrease in use this year for central administrators, building administrators and elementary schoolteachers, and a slight increase for secondary schoolteachers.

Education Information Center. Of the 20 percent using the EIC, there was an overall average of 1.5 on a five-point scale, with a standard deviation of 1.0. Across districts, figures ranged from 38 percent in New Shoreham to 12 percent in Warwick. Across positions, percentages ranged from 13 percent for elementary schoolteachers to 20 percent for secondary schoolteachers, 54 percent for building administrators and 100 percent for central administrators.

All respondent categories cited specific outcomes. Seven central administrators used the service to help select new curriculum materials, to gain insight into open schools, to develop programs in metric math courses, and to develop a new report card system. Fifty-four building

administrators used the service to prepare social studies and language arts curricula, to secure information on schools writing behavioral objectives, and to develop reading and metric programs. Fourteen secondary schoolteachers used bibliographic material for gaining information on curricula changes, career education, unemployment figures, and English mini-courses. Ten elementary schoolteachers used information about resources available to foreign language students, busing, and general references.

A total of 16 percent of last year's sample had used EIC, with percentages ranging from about 18 percent for teachers, to 43 percent for building administrators, and 78 percent for central administrators. Across positions, more use was made of the service this year than last.

Program Development Consultant. Twenty percent used the service, resulting in an average of 1.5 on a five-point scale, with a standard deviation of 1.1. Across districts, usage ranged from 8 percent in Woonsocket and Westerly to 62 percent in New Shoreham. According to positions, the percentages ranged from 6 percent for elementary schoolteachers to 27 percent for secondary schoolteachers, 53 percent for building administrators and 92 percent for central administrators.

All respondent categories had outcomes. Eight central administrators used the service for proposal writing, obtaining mini-grants, development of programs in metrics, drugs, and general curricula, and information on state events in education. Twenty-seven building administrators used the service for preparation of career education proposals, gaining

approval of prevocational education programs, explanation of EIC services, assistance in writing evaluation instruments, and general program development activities. Eighteen secondary schoolteachers reported use of the service in curriculum development, grant proposal writing, or location of material resources. Elementary schoolteachers included writing proposals, and assistance with a behavior modification program.

Data collected during last year's survey show that 10 percent used the program development consultants, as opposed to 20 percent this year. Last year, across positions, percentages ranged from approximately 4 percent of teachers to 36 percent of building administrators to 78 percent of central administrators. The results showed that consultants were used more extensively in FY '75 than in FY '74.

Student Needs Assessment. Ten percent reported using student needs assessment services. The overall mean was 1.2 on a five-point scale, with a standard deviation of .6. Use varied from zero percent in New Shoreham to 30 percent in North Smithfield. According to positions, percentages ranged from 4 percent for elementary schoolteachers to 8 percent for secondary schoolteachers and 26 percent of building administrators and 42 percent for central administrators.

Three building administrators, two secondary schoolteachers, and one elementary schoolteacher cited the following outcomes: adaptation of career education programs which were identified through needs assessment;

and general revision of curricula.

Last year's impact survey indicated that 4 percent reported using student needs assessment. Across positions, the figures ranged from 22 percent for superintendents, to 14 percent for building administrators, 2 percent for elementary schoolteachers and zero percent for secondary schoolteachers. Comparison shows that in every respondent category, more use was made of student needs assessment this year than last.

Teacher Needs Assessment. Six percent reported they had used the service. The average was 1.1, with a standard deviation of .4. Usage across districts ranged from 2 percent of the respondents in Woonsocket to 25 percent in New Shoreham. According to positions, percentages were 17 percent for central administrators and building administrators, 4 percent for secondary schoolteachers and 3 percent for elementary schoolteachers.

Only two elementary schoolteachers described specific outcomes, neither of which seemed related to the actual services rendered.

Last year's results show 5 percent had used teacher needs assessment. Figures ranged from 22 percent of the superintendents, to 18 percent of the building administrators, 3 percent of the elementary schoolteachers, and none of the secondary schoolteachers. These figures indicated a slight overall increase, with the actual increase at the secondary schoolteacher level.

TABLE 1

Educators Who Participated in RITC-Sponsored In-Service Training in FY 1975

	A. ACCORDING TO SCHOOL DISTRICT										B. ACCORDING TO PARTICIPANT POSITION				
	PROVIDENCE	CRANSTON	SMITHFIELD	CENTRAL FALLS	NORTH SMITHFIELD	WOONSOCKET	WARWICK	WESTERLY	MIDDLETOWN	NEW SHOREHAM	CENTRAL ADMINISTRATORS	BUILDING ADMINISTRATORS	SECONDARY TEACHERS	ELEMENTARY TEACHERS	TOTAL
IGE	2	2	1	0	10	1	1	0	30	0	1	14	12	20	47
SCIENCE	0	2	0	4	0	1	0	0	2	0	1	5	0	3	9
MATCH	4	0	0	1	0	0	0	0	0	0	1	0	0	4	5
MINI COURSES	5	1	0	1	0	0	1	0	2	0	1	2	2	5	10
CAM	5	7	0	2	0	5	9	0	8	0	3	4	1	28	36
1ST STEP	1	0	1	0	0	12	5	0	0	0	3	8	0	8	19
CAREER EDUCATION	0	3	1	4	2	4	2	1	2	0	5	3	9	2	19
APEX	0	0	0	0	0	2	0	0	0	0	0	1	1	0	2
WISCONSIN READING	0	1	9	0	4	1	1	1	6	0	2	6	0	15	23
PROJECT MANAGEMENT	1	1	1	0	0	0	0	0	0	0	0	1	1	1	3
DIP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EVAL I	0	1	1	2	0	0	0	0	0	0	2	1	1	0	4
PROBLEM SOLVING	2	3	0	0	1	0	1	1	0	0	1	2	0	4	7
IGE JR. HIGH	0	2	0	0	0	0	0	0	0	0	1	0	1	0	2
IMPROVISATIONAL TECH.	0	2	0	7	1	0	2	2	0	8	4	4	7	5	20
ENVIRONMENTAL EDUC.	0	5	0	2	0	0	1	1	0	0	2	1	2	4	9
METRIC	0	0	0	1	2	1	3	1	13	0	2	4	3	12	21
RIGHT TO READ	0	6	0	0	1	0	4	5	0	0	3	7	1	5	16

Item 4. "For any of the RITC services you have checked in item 3, briefly explain how you have used them by first identifying the name of the service and second, listing the outcomes of this service."

For reasons of overall clarify and ease of reading, the responses to this question have been incorporated into item 3.

Item 5. "Did you participate in any in-service training during the past year (June 1974 to present) from the following list?" [Appendix B-13 to B-29]

Table I (A and B) which appears on the following page, illustrates the number of educators who actually participated in the different workshops. This information is listed according to individual school district, and respondent position in the school system. The most frequently attended in-service training activity was Individually Guided Education/ Multi-Unit School (IGE/MUS), followed by Concepts and Materials (CAM), the Wisconsin Design in Reading, Metrics Workshop, and Improvisational Techniques in the Classroom. Also mentioned were Career Education, First Step, and Right to Read workshops. All of these workshops were attended by more than ten educators, several of whom, particularly the administrators, attended more than one workshop.

Item 6. "Other than those listed above, how many school-based in-service workshops did you participate in during the past year? Please list." [Appendix B-30 to B-32]

A total of 42 percent reported participation in some training activities other than those offered by RITC. This percentage ranged from 88 percent in New Shoreham, to about 20 percent in Middleton and

Smithfield. Across positions, figures ranged from 25 percent of secondary schoolteachers, to 42 percent of the elementary schoolteachers, and from 58 percent of building administrators to 75 percent of central administrators. The average number of "other" workshops mentioned was 1.1, with a standard deviation of 2.8. According to positions, there were 5.6 workshops for central administrators, to 1.6 for building administrators, .6 for secondary schoolteachers and .8 for elementary schoolteachers. The range for districts was from .24 in Middleton to 2.7 in Cranston.

The workshops that were listed were diverse in nature, ranging from thirty-five for building administrators, twenty-nine for elementary schoolteachers, to sixteen for secondary schoolteachers and thirteen for central administrators.

A comparable question on last year's impact survey showed that 27 percent had participated in some other training activities. The overall average was .4, with a standard deviation of .8. Results of surveys for FY 1974 and FY 1975 show that educators participated in more workshops from other sources this year than last year.

Item 7. "What is the most recent workshop in which you participated?" [Appendix B-35 to B-36]

One-quarter of the respondents named CAM (Concepts and Materials), 17 percent named Experiments in the Metric System, 12 percent named Improvisational Techniques for the Classroom, and 9 percent named First Step as their most recent workshop. Workshops mentioned the least

were: Minicourses, Project Management, Creative Problem Solving, and Individually Guided Education for Junior High and Middle Schools.

Item 8. "To what extent were presentations of the training effective?" [Appendix B-37]

On a five-point scale ("ineffective" to "extremely effective"), the respondents gave this item a mean rating of 3.7, with a standard deviation of 1.2. Across districts, the ratings ranged from 2.4 in Cranston to 4.8 in Smithfield. According to positions, the rankings included 4.3 for central administrators, 3.8 for buildimg administrators and elementary schoolteachers, and 2.9 for secondary schoolteachers.

Item 9. "Rate the quality of the material presented in the training." [Appendix B-38]

On a one-to-five scale ("poor" to "superior"), the average was 3.8, with a standard deviation of .9. This figure ranged from 3.0 in Cranston, to 4.7 in Smithfield. According to positions, ratings ranged from 3.4 for secondary schoolteachers to 3.9 for elementary schoolteachers, and 4.0 for both types of administrators.

The average rating for all respondents last year was 3.9. Thus, little difference was noted between the two years.

Item 10. "To what extent were the workshop goals achieved?" [Appendix B-39]

This item rated an average of 3.7, with a standard deviation of 1.0. This ranged from a low rating of 3.1 in Cranston, to a high of 4.3 in Smithfield. Across positions, the rankings included 3.3 by secondary

schoolteachers, 3.6 by building administrators, 3.8 by elementary schoolteachers, and 4.0 by central administrators.

Last year's survey showed an average of 3.7, with a standard deviation of 1.1, indicating no change between FY '74 and FY '75.

Item 11. "To what extent do you think the training addressed itself to some need or problem of yours?" [Appendix B-40]

The average rating was 3.7, with a standard deviation of 1.2. Across districts, the figures ranged from 3.1 in Cranston to 4.3 in Smithfield. Across positions, the rankings included 3.3 for central administrators, 4.0 for building administrators, 2.9 for secondary schoolteachers, and 3.8 for elementary schoolteachers.

FY 1974 impact survey data showed an average of 3.7, with a standard deviation of 1.2, indicating virtually no difference between the two years.

Item 12. "Does that need or problem still exist? Please specify." [Appendix B-41]

Seventy-five percent reported that their specific need or problem still existed. This ranged across districts from 50 percent of those polled in Middleton and Providence to 100 percent of those in Cranston, Smithfield, North Smithfield and Westerly. The percentages ranged across positions from 67 percent of the central administrators, to 72 percent of the elementary schoolteachers, 80 percent of the building administrators and 83 percent of the secondary schoolteachers.

Eighteen different needs were identified by secondary schoolteachers,

twenty-five by building administrators, twenty-three by elementary schoolteachers, and six by central administrators. A complete listing of these needs can be found in Appendix C of this volume.

Last year's survey shows that 40 percent reported that their need still existed. This ranged across positions from 25 percent for central administrators, 32 percent for building administrators, to 17 percent secondary schoolteachers and 50 percent for elementary schoolteachers.

Item 13. "Would you want more training dealing with the same area or problem? Please specify." [Appendix B-42]

Sixty-nine percent responded affirmatively. This figure ranged from 40 percent from New Shoreham to 100 percent from North Smithfield and Westerly; from 33 percent for central administrators to 62 percent for building administrators, and 74 percent for secondary and elementary schoolteachers.

Building administrators identified twenty-three "other" areas in which they would like training, elementary schoolteachers twenty-six, central administrators five, and secondary schoolteachers eight. A complete list of these training areas is included in Appendix C of this volume.

Last year's survey showed that 41 percent wanted more training dealing with the same area. According to position, 25 percent of the administrators, 38 percent of the elementary schoolteachers, and 67 percent of the secondary schoolteachers, or an increase of 30 percent for all categories of respondents except secondary schoolteachers,

desired more training this year.

Item 14. "Would you want training in some other area?" [Appendix B-43]

A total of 74 percent answered affirmatively. This ranged from 50 percent in Providence to 100 percent in North Smithfield. Across positions, the percentages included 69 percent for elementary schoolteachers, 80 percent for building administrators and secondary schoolteachers, and 100 percent for central administrators.

In the FY 1974 impact survey, 92 percent answered affirmatively. This ranged from 100 percent for central administrators and secondary schoolteachers to 93 percent for elementary schoolteachers and 83 percent for school administrators, indicating an overall decline of 18 percent this year.

Item 15. "Rate the extent to which you have implemented in your district/building the practices provided to you at the workshop." [Appendix B-44]

Educators who participated in some form of RITC training rated this question at 3.2, with a standard deviation of 1.1. This ranged from 2.2 in Smithfield to 4.0 in Westerly. According to positions, the results ranged from 3.0 for administrators to 3.3 for elementary schoolteachers and 2.5 for secondary schoolteachers.

Note: At this point, survey instruments for administrators and teachers cease to be identical, becoming more tailored to their respective audiences. For the purpose of clarify, each item will be identified according to both instruments when appropriate.

Item 16 (Adminis.). "Have any new curriculum or instructional practices been introduced in your school/district during the past year? If so, please list." [Appendix B-45]

Eight-four percent of the administrators responded affirmatively, reporting that new curricula or instructional packages had been introduced. There was no difference between the percentages of central and building administrators' responses, but there was a range of from 50 percent in Smithfield to 100 percent in Central Falls, North Smithfield and New Shoreham. This represents an increase of 6 percent over last year.

Building administrators cited thirty-two different new curricula/materials, which had been introduced as a result of participation in the ALC workshops, and central administrators listed fourteen.

Item 16 (Teachers). 17 (Adminis.). "Have student achievement scores as measured by the statewide testing program increased in your district/building this year over last year?" [Appendix B-46]

Item 17 (Teachers). 18 (Adminis.). "Have student achievement scores as measured by standardized tests other than the statewide testing program increased in your building/district this year over last year?" [Appendix B-47]

Two questions were designed to assess educators' perceptions of whether or not achievement scores of students within their schools or districts had increased over the past year. Five percent of the sample did not respond to either of these questions. Thirty percent replied that scores as measured by the statewide testing program had increased, 13 percent that they had not, and 52 percent that they did not know.

Reporting that scores had improved were 67 percent of the central administrators, 33 percent of the building administrators, and approximately 28 percent of the teachers.

On the basis of other standardized tests, 16 percent indicated that scores had increased, 12 percent said they had not, and 68 percent said they did not know. The 16 percent ranged from 32 percent of the building administrators to 25 percent of the central administrators, from 15 percent of the elementary schoolteachers to 4 percent of the secondary schoolteachers.

In last year's impact survey, 28 percent said that scores had increased. Comparable data across response categories was not available from the FY '74 survey.

Item 18 (Teachers). 19 (Adminis.). "In your district/building, do teachers structure lessons so that different students of the same age or grade work toward different learning objectives?" [Appendix B-48]

Item 19 (Teachers). 20 (Adminis.). "In your district/building, do teachers structure lessons so that different students can advance toward the same learning objectives at different rates of speed?" [Appendix B-49]

Item 20 (Teachers). 21 (Adminis.). "In your district/building, do teachers structure lessons so that students work toward the same learning objectives using different equipment, material or activities?" [Appendix B-50]

Item 21 (Teachers). 22 (Adminis.). "In your district/building, do teachers assess the level of students' performances?" [Appendix B-51]

Item 22 (Teachers). 23 (Adminis.). "Some people have said that the above 4 statements taken together or collectively comprise what is called individualized instruction. To what extent does individualized instruction exist in your building/district?" [Appendix B-52]

Results from a series of questions concerning different aspects of individualized instruction are presented in the next few paragraphs. In these questions, the respondents were asked to rank the items on a five-point scale ("not at all" to "totally). Teachers ranked their own classrooms, building administrators ranked their building, and central administrators their whole districts. For example, if a teacher rated an item with a five, it would mean that all his students had that type of individualized instruction. In an administrator were to rank the item at five, it would mean that all the students in his school/district had the specified type of individualized instruction.

Table II (A and B) contains the average ratings across different districts and educational positions for items 19 through 23 that relate to various aspects of individualized instruction. The tables provide a summary of the survey respondents' answers to specific items, while allowing an immediate comparison of these results. The data collected from item 23 ("To what extent does individualized instruction exist...") show that the overall rating mean based on the four criteria was 3.7, with a standard deviation of 1.0, indicating that most of the educators felt that individualized instruction exists for most of the students within their classrooms, schools and districts. Figures ranged from 3.3 in Smithfield to 4.2 in Providence, and from 3.2 for secondary schoolteachers to 3.5 for central administrators, 3.8 for building administrators, and 3.9 for elementary schoolteachers.

Table II

Summary of Average Ratings for Individualized Instruction*

A. According to School Districts

B. According to Positions

	PROVIDENCE	CRANSTON	SMITHFIELD	CENTRAL FALLS	NORTH SMITHFIELD	WOONSOCKET	WARWICK	WESTERLY	MIDDLETON	NEW SHOREHAM	CENTRAL ADMINISTRATOR	BUILDING ADMINISTRATOR	SECONDARY TEACHER	ELEMENTARY TEACHER	TOTAL
1. Different students of same age work toward different learning obj.	4.0 1.1	4.0 1.0	3.4 1.0	3.3 1.2	3.6 1.3	4.2 .7	3.9 1.1	3.7 1.1	3.9 .9	3.8 1.0	3.4 .9	4.0 .8	3.2 1.1	4.0 1.0	3.8 1.0
2. Different students can advance toward same learn. objec. at different rates of speed.	4.3 .8	4.2 .9	3.4 1.0	3.7 1.3	4.1 1.0	4.2 .9	4.3 1.0	3.6 1.1	4.3 .9	3.9 1.0	3.8 .8	4.1 .9	3.3 1.2	4.3 .9	4.0 1.0
3. Students work toward same learn. objec. using different equipment, material, activ.	4.2 .9	4.0 1.0	3.2 1.1	3.6 1.1	3.5 1.1	3.8 .9	3.8 1.2	3.3 1.4	3.8 1.0	3.6 1.3	3.8 .7	3.8 .9	3.0 1.2	3.9 1.0	3.7 1.1
4. Teachers assess the level of students' performance	4.7 .5	4.6 .7	4.7 .7	4.3 .9	4.8 .5	4.4 .8	4.6 .7	4.3 1.1	4.6 .9	4.0 .8	4.3 .8	4.5 .7	4.3 1.1	4.6 .7	4.5 .8
5. Extent that individ. instruction exists in district/bldg.	4.2 .7	3.9 .9	3.3 .9	3.4 1.1	3.8 1.1	3.7 .9	3.5 .9	3.6 1.2	4.0 .9	4.0 .9	3.5 1.2	3.8 .8	3.2 1.1	3.9 .9	3.7 1.0

* Averages are based only on those people who responded.

The data gathered from the four items directly before item 23, dealing with the four individual criteria for individualized instruction, range from average ratings of 3.7 for "having students work on similar objectives with different materials" to 3.8 for "having different students working on different objectives" to 4.0 for "having different students working on the same objectives at different speeds" and 4.5 for "frequently measuring individual performance."

Item 23. (Adminis.) "Is there more individualized instruction this year than last in your classroom?" [Appendix B-53]

Forty-four percent of the teachers surveyed indicated that more individualized instruction existed within their classrooms this year over the previous year. This ranged from 35 percent of those polled in New Shoreham and Cranston to 58 percent of those in Middleton. According to educational position, 46 percent of the secondary schoolteachers and 58 percent of the elementary schoolteachers said that individualized instruction had increased. This represents an overall decrease of 33 percent from FY '74 to FY '75.

Item 24. "Is there more individualized instruction this year than last in your school [for teachers] ... in your district/building [for administrators]?" [Appendix B-54]

This item, concerning the increase in individualized instruction over the previous year, was asked of both administrators and teachers. Results show that 53 percent of the entire sample believed that more

individualized instruction existed. The figures ranged from 25 percent in New Shoreham to 74 percent in Central Falls. By educational position, the percentages were 64 percent for building administrators, 54 percent for elementary schoolteachers, and 42 percent for secondary schoolteachers.

Data from the FY 1974 impact survey show that 63 percent believed that more individualized instruction existed. Comparable data across positions are not available from last year's survey, but comparisons of the overall percentages from both years indicate that more individualized instruction was noted last year than this.

Item 25.	"To what extent does your staff develop precise and measurable goal statements for growth in cognitive knowledge for students in your school?" [Appendix B-55]
Item 26.	"To what extent does your staff develop precise and measurable goal statements for growth in affective areas for students in your school?" [Appendix B-56]
Item 27. (Admin.)	"To what extent does your district/building develop clear and measurable goal statements for all students to gain before graduation?" [Appendix B-57]
Item 28. (Admin.)	"The previous three items are often collectively called 'performance goals and objectives.' Does your district/building implement such a broad program of performance goals?" [Appendix B-58]

The above set of items dealt with the establishment of goals and objectives for students. The first two questions concerning cognitive and affective goals were administered to both school administrators and teachers. The last two questions on goal statements for students before graduation and 'performance goals and objectives' were asked only

administrators. Table III (A and B) addresses these four items, giving the means and standard deviations for the individual districts and respondent positions respectively.

Starting with the last item, item 28, the table shows that the administrators rated the extent to which they had implemented performance goals and objectives at 3.2 on a five-point scale, with a standard deviation of 1.1. This ranged from 2.1 from the administrators from Smithfield to 4.0 in Providence, According to administrative positions, the central administrators rated their extent of implementation at 3.1, the building administrators 3.3. Last year's sample ranked this item at 2.6, thus signifying an increase of .6 this year.

In reference to item 27, regarding the development of clear and measurable goal statements for all students before graduation, this year's administrator sample ranked their performance at 3.3. This shows the slightest increase over the FY 1974 results, which showed a mean of 3.2.

When both teachers and administrators were asked to rate on a five-point scale the extent to which their school developed cognitive goals for students, the results varied from 3.3 for building administrators to 3.4 for central administrators, and 3.5 for secondary schoolteachers. The results from last year's survey showed an overall average of 3.0, with a standard deviation of 1.1, indicating an increase in 1975 of .6.

Ratings for the item concerning affective goals ranged from 2.8 for central administrators to 2.9 for building administrators, and from

Table III

Summary of Administrators' Average Ratings for Performance Objectives

A. According to School District

B. According to Position

	PROVIDENCE	CRANSTON	SMITHFIELD	CENTRAL FALLS	NORTH SMITHFIELD	WOONSOCKET	WARWICK	WESTERLY	MIDDLETON	NEW SHOREHAM	CENTRAL ADMINISTRATOR	BUILDING ADMINISTRATOR	SECONDARY TEACHER	ELEMENTARY TEACHER	TOTAL
1. Goal statements for growth in cognitive knowl.	3.6 1.0	3.6 .9	3.6 1.0	3.4 1.2	3.1 1.3	3.4 .9	3.8 1.0	3.8 1.1	3.7 1.0	3.6 .9	3.4 1.2	3.3 1.1	3.5 1.0	3.7 1.0	3.6 1.0
2. Goal statements for growth in affective knowl.	3.3 1.1	3.3 1.1	3.0 1.1	3.2 1.1	2.9 1.0	3.5 .9	3.5 1.1	2.9 1.2	3.4 1.1	3.8 .7	2.9 1.3	2.8 1.0	3.1 1.0	3.5 1.1	3.3 1.1
3. Goal statements for students to attain before graduation. (Admin. only)	3.2 1.3	3.5 1.2	3.1 1.1	2.8 1.3	4.2 1.0	2.8 .8	3.8 1.2	2.8 1.3	3.7 1.2	4.0 1.4	3.3 1.3	3.3 1.2			3.2 1.2
4. Implement such a program of performance goals (Admin. only)	3.6 1.1	3.6 1.0	2.1 .7	2.7 1.0	3.8 1.2	3.0 1.2	3.6 .5	3.0 1.2	3.7 1.0	4.0 1.4	3.1 1.2	3.3 1.1			3.2 1.1

3.1 for secondary schoolteachers to 3.5 for elementary schoolteachers. The comparable results from the FY 1974 impact survey for this item showed an overall average rating of 2.7, with a standard deviation of 1.2, in comparison with the mean of 3.3 from the FY '75 survey.

Item 29. (Adminis.) "To what extent does your district/building identify the wishes and aspirations of the students attending the school(s)?" [Appendix B-59]

Item 30. (Adminis.) "To what extent does your district/building identify the educational goals that parents desire the school(s) to address?" [Appendix B-60]

Item 31. (Adminis.) "To what extent does your district/building identify the educational goals that professional staff desire the school(s) to address?" [Appendix B-61]

Item 32. (Adminis.) "To what extent does your district/building identify the local community needs that the school programs might aim at?" [Appendix B-62]

Item 33. (Adminis.) "To what extent does your district/building develop priorities for the educational goals deemed important by all the groups mentioned in the last four items?" [Appendix B-63]

Item 34. (Adminis.) "Some people have said that the above five statements taken together or collectively comprise what is called 'needs assessment'. To what extent does your district/building conduct such a comprehensive needs assessment?" [Appendix B-64]

The next set of six items on the Administrator Instrument in the impact survey pertained to the area of needs assessment, and applied only to the administrators included in the sample. The first five items dealt with specific aspects of needs assessment, and the sixth was a general item concerning the extent to which administrators felt they

implemented a comprehensive needs assessment plan. The overall average to this general question, (item 34) was 3.6 on a one-to-five scale ("not at all" to "to a very great extent"), with a standard deviation of 1.1. This ranged from 2.5 in New Shoreham to 4.3 in Providence and Middelton, and from 3.3 for central administrators to 3.5 for building administrators.

The administrators polled ranked the five other items relating to needs assessment, all on a five-point scale, as staff goals, 4.1; develop priorities for goals, 3.9; identify parent goals, 3.7; and identify student needs and aspirations, 3.5. Building administrators consistently rated the items approximately .3 of a point higher than central administrators. Item ratings for individual school districts are displayed in Table IV (A and B).

Item 35. (Adminis.) "Have you made more attempts this year to gain access to non-local financial support for your district/ building than last year?" [Appendix B-65]

An average of 59 percent responded affirmatively. This included 52 percent of the building administrators and 92 percent of the central administrators, and it ranged from zero percent in New Shoreham to 88 percent in Central Falls. By comparison, the figure from FY 1974 was 44 percent, ranging from 41 percent of the building administrators to 67 percent of the central administrators. From the results of both years' impact surveys, it is clear that both types of administrators increased their attempts to obtain nonlocal financial support over the

Table IV

Summary of Administrators' Average Ratings for Needs Assessment

A. According to School District

B. According to Position

	PROVIDENCE	CRANSTON	SMITHFIELD	CENTRAL FALLS	NORTH SMITHFIELD	WOONSOCKET	WARWICK	WESTERLY	MIDDLETON	NEW SHOREHAM	CENTRAL ADMINISTRATOR	BUILDING ADMINISTRATOR	SECONDARY TEACHER	ELEMENTARY TEACHER	TOTAL
1. Identify students' wishes and aspirations	3.3 1.2	3.5 .9	3.6 .5	2.7 .5	3.8 1.5	3.6 .7	4.0 .9	3.4 1.2	3.3 1.0	4.5 .7	3.3 .7	3.5 1.0			3.5 1.0
2. Identify educational goals parents desire school to address	3.9 1.3	3.8 .9	3.3 1.1	2.9 .6	4.2 1.5	3.8 .9	3.8 1.3	3.8 1.3	4.0 .7	3.0 .0	3.2 1.1	3.8 1.0			3.7 1.1
3. Identify educational goals that prof. staff desires the sch. to address	4.0 1.3	4.1 .5	4.0 .6	3.2 .4	4.5 1.0	3.9 .6	4.1 1.1	4.4 .7	4.6 .5	4.0 1.4	3.8 .8	4.1 .9			4.1 .8
4. Identify local community needs	4.1 1.1	4.1 .8	3.4 .8	2.9 .8	4.0 .8	3.6 .9	3.6 1.1	4.1 1.0	4.1 .9	4.0 1.4	3.6 .7	3.8 1.0			3.8 1.0
5. Extent to which district/bldg. develop priorit. for edu. goals.	4.3 .7	4.4 .7	3.0 1.0	3.2 .4	4.5 1.0	3.5 .8	3.8 .8	4.1 .8	4.0 .9	3.5 .7	3.5 1.0	3.9 .8			3.9 .9
6. Extent to which district/bldg. conduct comprehensive needs assessment.	4.3 1.0	3.5 1.3	3.0 1.0	3.0 .6	3.8 1.3	3.5 1.2	3.2 .8	3.5 1.4	4.3 .5	2.5 .7	3.3 1.2	3.6 1.1			3.6 1.1

previous year.

Item 36. (Adminis.) "Have you received more nonlocal financial support for your district/building programs this year than last year?" [Appendix B-66]

An average of 54 percent of the administrators responded affirmatively, ranging from zero percent in New Shoreham to 100 percent of the administrators in Central Falls and North Smithfield. The 54 percent included 80 percent of the central administrators and 49 percent of the building administrators.

The figure for the FY 1974 impact survey was 36 percent, indicating an increase for both types of administrators this year.

Item 37. (Adminis.) "Have local funds been used to implement any practice or program introduced to you by the Bureau of Technical Assistance, Rhode Island Teacher,Center, Education Information Center or Alternate Learning Center?" [Appendix B-67]

Forty-seven percent of the administrators indicated that they had used some local funds for these practices. This ranged from approximately 25 percent of those in Cranston, Warwick and Westerly, to 100 percent in North Smithfield and New Shoreham. Figures were 83 percent for the central administrators, 40 percent for the building administrators.

Item 38 (Adminis.). 27 (Teachers). "Are you aware that the Regents have provided each district/building within the state the option of using one-half day a week for staff development?" [Appendix B-68]

The Rhode Island Board of Regents has passed a ruling that allows

schools one-half day a week for staff development. The purpose of this next set of four items was to determine first, to what extent Rhode Island educators were aware of this ruling, and second, to what extent they were actually using the time set aside for staff development. On awareness, 48 percent replied affirmatively, ranging from about one-third of the educators in Cranston and Warwick to approximately 77 percent in Providence and New Shoreham, and 92 percent of the central administrators, 79 percent of the building administrators, and approximately 40 percent of the teachers.

According to last year's impact survey, 50 percent of the educators sampled reported awareness. Among this half of the respondents were 78 percent of the central administrators, 75 percent of the building administrators and about 43 percent of the teachers, indicating a slight decrease in FY 1975.

Item 39 (Adminis.).
28 (Teachers). "During the past school year, has your school used the half-day per week staff development rule?" [Appendix B-69]

Respondents were asked to rate their use of the half-day rule on a five-point scale ("never" to "every week"). The overall mean of their scores was 1.6, with a standard deviation of 1.0. This ran from a rating of 1.0 in Cranston and Smithfield, no use at all, to 2.4 in North Smithfield and 2.5 in Providence, little use. Means were 2.3 for central administrators, 1.8 for building administrators, 1.6 for secondary schoolteachers and 1.4 for elementary schoolteachers.

Item 40 (Adminis.). "During the past school year, how many days
29 (Teachers). of staff development have you participated in?"
[Appendix B-70]

In addition to rating the use of staff development time, the respondents were asked to note the actual number of half-days spent in staff development. The mean for the total sample was 3.0 half-days, with a standard deviation of 5.5, ranging from no days in Smithfield and New Shoreham, to 9.4 half-days in North Smithfield.

Data from last year's survey reported an overall mean of 4.3 half-days. No information is available across positions from last year's data, but a comparison of the total sample mean indicates a decrease in use of staff development from FY '74 to FY '75.

Item 41 (Adminis.). "Is this an increase in the time you spent
30 (Teachers). in staff development over last year?"
[Appendix B-71]

An average of 17 percent indicated an increase in staff development activities, ranging from less than 10 percent of those interviewed in Cranston, Smithfield, Middleton and New Shoreham, to 56 percent of those in North Smithfield. Figures by positions ranged from 13 percent for elementary schoolteachers and building administrators to 23 percent for secondary schoolteachers and 64 percent for central administrators.

Fifty-two percent of last year's sample reported an increase, ranging from 44 percent of the superintendents to 67 percent of the building administrators, and about 50 percent of the teachers. A comparison of the two year's data shows a sharp decrease from FY '74 to FY '75.

Item 42 (Adminis.).
31 (Teachers).

"Have you done cooperative planning with any institution of higher education within the state of Rhode Island during the past year?"
[Appendix B-74]

An average of 27 percent indicated that they had participated in cooperative planning with institutions of higher education within Rhode Island. This varied from 9 percent of those polled in Warwick to 50 percent of the sample from North Smithfield, and included 100 percent of the central administrators, 45 percent of the building administrators, and 20 percent of the teachers taking part in the survey.

In the FY '74 survey, this question was asked only of administrators. Results indicated that 67 percent of the central administrators and 44 percent of the building administrators participated in cooperative planning with institutions of higher education, showing a negligible increase for building administrators, and an increase of 33 percent for superintendents.

CHAPTER 4

DISCUSSION OF RESULTS

The results of the survey summarized in Chapter 3 will be discussed as they apply to each of the eleven objectives listed in Chapter 1. Wherever possible, impact data from FY 1974 and the current FY 1975 will be compared. Conclusions based on the extent to which changes were made over the years and the extent to which RITC met its objectives will also be explored. Since a random type of sample was drawn, these results are generalizable to all educators in Rhode Island.

Before proceeding with this examination, however, the chapter will present awareness data from the survey, and compare these figures with last year's. This information will give the reader a sense of how well known is the RITC in the state.

Awareness.

Although awareness of the Center and its specific services is not explicitly stated as an objective, it seems obvious that in order for RITC to accomplish its aims, it must be widely recognized within the state. Data show that 76 percent of the FY '75 sample was aware of the existence of RITC, an increase of 24 percent over 1974. Elementary and secondary schoolteachers showed the greatest increase, 30 percent, with both at the 70 percent awareness level. Practically all (97 percent) of the building administrators and all of the central administrators surveyed were aware of the Center.

Awareness of specific services showed that 64 percent were aware

of the ALC, 47 percent EIC, 28 percent program development consultants, 17 percent student needs assessment, and 13 percent teacher needs assessment. These figures represent a substantial increase in awareness of ALC, and a slight increase for both EIC and program development consultants. There was no change in student needs assessment and a decline of 6 percent for teacher needs assessment services. Awareness was greatest for central administrators, followed by building administrators, and least for elementary and secondary schoolteachers.

The data indicate that RITC has been even more successful this year than last in making itself known across the state, particularly in the areas of in-service training, EIC and program development consultants. Of special significance is the large increase in awareness of teachers, who represent the majority of prospective clients for the in-service training. On the other hand, RITC has been somewhat less successful in making educators aware of teacher needs assessment. This suggests that the importance of teacher needs assessment to the program development cycle should be reexamined. If this still appears to be a critical ingredient, then more emphasis should be placed on making educators, and in particular, administrators, more aware of this service.

Objective 1. "Establishment of learner objectives and the measurement of performance with regard to these objectives."

Results showed that both teachers and administrators rated the extent to which they established cognitive goals to students significantly

higher in FY '75 than in FY '74. This same trend was noted when the two groups rated the extent to which they established affective goals, although the mean ratings were slightly lower, indicating as in the past that Rhode Island educators perceive themselves as establishing slightly more affective goals for their students.

Administrators indicated a slight increase in their ratings of the extent to which they had developed clear, measurable goals for all students before graduation, a substantial increase in their rating of the degree to which they implemented performance goals and objectives.

These results indicate first that educators still establish more goals in cognitive areas than in affective areas for students, which is consistent with last year's findings. Furthermore, they indicate that considerable gains have been made in the establishment of performance goals and objectives, at least as perceived by the educators sampled in the FY 1975 survey compared with those sampled in FY '74. It suggests that more emphasis should be placed on developing the capacity of educators for dealing with the problem of establishing affective goals for students.

Objective 2. "An increase in staff development in local education agencies."

One of the vehicles for local education agencies to use the services of BTA and RITC is through the use of organized staff development time inthe districts. Within the past several years, the Rhode Island Board of Regents passed a ruling which allows schools/districts to reserve

one-half day a week for the purpose of staff development. The extent of increase in the use of this staff development time provides evidence of the success of Objective 2. Results show that educators were slightly less aware of the ruling in FY '75 than in FY '74, and, in general, made less use of staff development time. Furthermore, there was a large decrease in the percentage of persons who felt they had spent more time in staff development during the past year.

These data indicate that although time has been allocated for staff development, individual districts do not make maximum use of it. It may suggest a strategy on the part of the RITC to formally make districts aware of this ruling through the use of a widely circulated newsletter, newspaper articles, or use of teachers' professional organizations. Awareness of the staff development ruling, coupled with the awareness of general RITC resources, might promote greater use of the Teacher Center throughout the state.

Objective 3. "An increase in the amount of field-based in-service training for teachers."

The discussion concerning this objective deals not only with the increase in the amount of field-based training, but also with the quality of training, its outcomes, and the extent to which this training is related to the needs of the participants. The results showed an increase in the use of ALC, from 21 percent in FY '74 to 33 percent in FY'75. Other data showed that 42 percent of the FY '75 sample participated in other field-based training activities outside the ones offered through the Rhode

Island Teacher Center. No data on this type of "other" participation were gathered for last year's sample.

The quality of the training offered by ALC was rated on a five-point scale across three dimensions, presentations, materials, and achievement of objectives. The results show that the training offered in FY '75 was as effective as the training offered in 1974.

The extent to which the training addressed the needs of the educators was rated as positively as was the quality over the past two years, although a greater percentage of 1975 educators indicated that the problem still existed. Participants desiring training in the same area increased, those desiring training in some other area decreased.

The data showed a substantial increase in the use of ALC training, about 30 percent, and about 40 percent involved in other field-based in-service training not offered by ALC. The data also indicated that those participating in the training offered by ALC found it to be of high quality and pertinent to their needs. The majority of the respondents desired more training in the future, either in the same area or a different one. These data, in conjunction with those gathered for Objective 2, suggest that since more training is desired, educators could make better use of the time allocated to staff development by participating in some form of in-service training. An appropriate source for this training would be the Alternate Learning Center.

Objective 4. "An increase in cooperative planning between institutions of higher education and local education agencies' staffs."

Results indicate that a larger percentage of administrators participated in cooperative planning during FY '75 than in FY '74. No data were available on teacher participation in FY '74, but 20 percent of the teachers participated in some form of this activity this year. These data indicate that RITC is meeting the objective of increasing the amount of cooperative planning between institutions of higher education and local education agencies, although continued effort in this effort seems warranted.

Objective 5. "An increase in cooperative planning between institutions of higher education staffs and state department of education staffs."

There is no direct evidence to support this objective, since neither state department of education nor institution of higher education persons were included in the sampling. Evidence of this activity is likely to exist in the survey of consultant effectiveness, which can be obtained from Rhode Island Teacher Center management.

Objective 6. "An increase in the number of new programs and practices being used by the local school system."

The data showed a 6 percent increase in the number of administrators who indicated that new curriculum or instructional practices had been introduced in their school/districts over the past year, evidence that the objective was achieved.

Objective 7. "Reallocation of budgeted resources in the local education agencies and institutions of higher education."

Approximately half of the administrators indicated that they had used some local funds for RITC practices within their school/district during the past year.

Objective 8. "An increase in the amount of out-of-district funding sought and received."

The survey provides clear evidence to support the fact that administrators increased the out-of-district funding sought as well as the out-of-district funding received, a steady increase in both categories.

Objective 9. "An increase in the indices of student performance."

The largest percentage of educators responded that they did not know whether achievement scores had increased either as measured by statewide testing or by other standardized tests. Of those answering "yes" or "no," approximately 30 percent indicated that the scores had increased, about 13 percent indicated a decrease. There is no directly comparable data from last year's survey.

Objective 10. "Establishment of the problem-solving capacity in local education agencies."

Results from a series of five questions rating different aspects of individualized instruction show that educators in general give the highest rating to "frequently measuring individual performance," followed by "having different students working on the same objectives at different speeds." Overall, most educators reported that between some and most of the teachers provided individualized instruction to their students.

The data show that about half of the teachers felt there had been an increase in individualized instruction in their classrooms, but this number was about 30 percent less than last year's sample. A similar trend was noted when educators were polled about the increase of individualized instruction in the schools/districts. Although over 50 percent of the total group agreed that an increase existed, this represented a lower percentage than those indicating an increase last year. The evidence suggests that although the implementation of individualized instruction is still increasing in classrooms, schools and districts, it is not increasing at the same rate as it did in either FY '73 or FY '74.

Objective 11. "Establishment of the problem-solving capacity in local education agencies."

In examining this objective, the use of several RITC/BTA services must be studied, including the use of the Education Information Center, program development consultants, student and teacher needs assessment, and attendance at awareness conferences. The first step in the problem-solving process is the articulation of the problem.

Needs Assessment. The data show that administrators indicated that they had implemented comprehensive needs assessment to some extent. Although these data are not directly comparable with those gathered last year, 59 percent of the administrators in the FY 1975 sample felt that they had implemented a comprehensive needs assessment to a great extent, compared with 46 percent of the administrators in FY '74. This increase was greater for building administrators than for central

administrators, indicating that perhaps individual schools were beginning to do more in the area of needs assessment. A further breakdown shows that both groups of administrators considered professional staff goals more important than student, parent, or community goals. These data are similar to those found in last year's survey.

In terms of use of RITC/BTA needs assessment services, all categories of respondents reported an increase in the use of student needs assessment sponsored by RITC/BTA. The percentage using student needs assessment in FY '75 was 10 percent, compared with 4 percent in the previous year, while use of teacher needs assessment increased very slightly from 5 to 6 percent.

The data seem to indicate that Rhode Island educators are slowly beginning to use formal methods of needs assessment to help articulate educational problems within their local education agencies. If the technology of needs assessment becomes further articulated, greater emphasis of this service would seem warranted. This will probably require that the utility of the activity in the problem-solving process be made more explicity, particularly as it relates to the identification of student, parent and community needs.

Program Development Consultants. As with student needs assessment, program development consultants were used almost twice as much in FY 1975 as in FY 1974. Twenty percent indicated that they used these consultants, with administrators reporting the greatest use.

Education Information Center. The EIC was used more in FY '75

than in FY '74, approximately as much as the program development consultants.

Awareness Conferences. Attendance at the Awareness Conferences stayed at the same level of 12 percent over the two year span.

The data for these objectives indicate an overall increase in practically all services provided to educators for the purpose of articulating problems and surveying potential solutions. The key to this increase seems to lie in the greater use made of the program development consultants, since they are the major link between the Center and the local education agencies. It is clear that if this objective is judged on the basis of the extent to which RITC provides these services, the Center has achieved its goal of establishing problem-solving capacity to a larger extent this year than last. Furthermore, outcomes of these services were listed, which show the relationship between the services and the desired educational change.

Summary.

In conclusion, the data show that, in general, RITC is meeting its objectives. Particularly notable are the greater use of consultants, EIC, needs assessment services, and training, and the leveling off of use of awareness conferences. At the same time that these increases in usage were noted, educators were indicating greater implementation of comprehensive needs assessment, more use of performance goals and objectives, more individualized instruction, receipt of more nonlocal

funds, and participation in more cooperative planning between institutions of higher education and local education agencies.

One decrease was noted, the amount of awareness of time spent in formal staff development. Reasons for this particular decrease should be further explored, and, if warranted, more emphasis should be placed on this objective in FY '76.

As was the case last year, a larger percentage of administrators than teachers used RITC, but there was an increase in elementary and secondary schoolteachers' use. Finally, RITC/BTA seem to have an important impact on Rhode Island educators, and the extent of this impact seems to be increasing. More educators are using a wider variety of RITC services, thus more firmly establishing RITC as an agency which delivers a broad range of problem-solving skills to local education agencies across the state.

APPENDIX A

FY '75 Impact Survey Instruments

RHODE ISLAND TEACHER CENTER (RITC)
STATEWIDE IMPACT SURVEY
INTERVIEW SCHEDULE

ADMINISTRATORS

NAME _____

CENTRAL OFFICE ADMINISTRATOR _____

BUILDING ADMINISTRATOR _____

SCHOOL _____

SCHOOL DISTRICT _____

DATE _____

NAME OF INTERVIEWER _____

1. Are you aware of the existence of the RITC? (You may also know RITC as any one of the following: Bureau of Technical Assistance, Education Information Center, Alternative Learning Center, Program Development Consultants. If so, check "yes.")

Yes_____ No _____

2. Which of the following components of the RITC are you aware of? (check the ones of which you are aware)

_____ a. Alternate Learning Center

_____ b. Education Information Center

_____ c. Program Development Consultants

_____ d. Student Needs Assessment

_____ e. Teacher Needs Assessment

3. To what extent have you used any of the following services as they have been provided by the RITC?

a. In-Service Training (Alternate Learning Center)

( ) participated in none	( )	( )	( )	( ) participated in all that were available in my school system

b. Awareness Conferences (Alternate Learning Center)

_____ *attended* Awareness Conference IV, October 8, 9, 1974

_____ did *not* attend Awareness Conference IV, October 8, 9, 1974

c. Education Information Center

( ) made no use of this service	( )	( )	( )	( ) used this service a great deal

d. Program Development Consultant

( ) made no use of this service	( )	( )	( )	( ) used this service a great deal

e. Student Needs Assessment

( ) made no use of this service	( )	( )	( )	( ) used this service a great deal

f. Teacher Needs Assessment

( ) made no use of this service	( )	( )	( )	( ) used this service a great deal

4. For any of the RITC services you have checked in item 3, briefly explain how you have used them by first identifying the name of the service and second, list the outcomes of this service. (i.e., outcomes could be changes in behavior, occurrence of significant events, plans, programs, proposals, documents or materials produced.)

a. Name of service: _____

List of outcomes: _____

_____

b. Name of service: _____

List of outcomes: _____

_____

c. Name of service: _____

List of outcomes: _____

_____

5. Did you participate in any in-service training during the past year (June 1974 to present) from the following list? (check the training in which you participated.)

_____ a. Individually Guided Education/Multi-Unit School (IGE-MUS)

_____ b. The Teaching of Science--A Self-Directed Teacher Education Program

_____ c. Materials & Activities for Teachers and Children (MATCH)

_____ d. Minicourses

_____ e. Concepts and Materials

_____ f. First Step

_____ g. Career Education (Secondary)

_____ h. Apex (Office Simulation)

_____ i. Wisconsin Design in Reading: Word Attach and Study Skills

_____ j. Project Management

_____ k. Determining Instructional Purposes

_____ l. Evaluation Workshop I

_____ m. Creative Problem Solving

_____ n. Individually Guided Education–Jr. High and Middle School

_____ o. Improvisational Techniques for the Classroom

_____ p. An In-Service Workshop for Teacher Training in Environmental Education

_____ q. Experiences in the Metric System

_____ r. Right to Read Workshops

6. Other than those listed above, how many school-based in-service workshops did you participate in during the last year?

_____ no. of workshops

Specify name(s) of workshops: _____

_____

7. Please answer the following questions as they pertain the most recent workshop in which you have participated.

Please specify the workshop most recently attended _____

_____

8. To what extent were presentations of the training effective?

( ) ineffective ( ) ( ) ( ) ( ) extremely effective

9. Rate the quality of the material presented in the training.

( ) poor ( ) ( ) ( ) ( ) superior

10. To what extent were the workshop goals achieved?

( ) ( ) ( ) ( ) ( )
not at all totally

11. To what extent do you think the training addressed itself to some need or problem of yours?

( ) ( ) ( ) ( ) ( )
not at all very well

What was that need or problem? (please explain)_____

_____

_____

12. Does that need or problem still exist?

Yes _____ No_____

13. Would you want more training dealing with the same area or problem?

Yes _____ No_____

14. Would you want training in some other area?

Yes _____ No_____

If yes, please specify the area(s)_____

_____

Whom would you contact?_____

15. Rate the extent to which you have implemented in your district/building the practices provided to you at the workshop.

( ) ( ) ( ) ( ) ( )
implemented none of the practices implemented all of the practices

16. Have any new curriculum or instructional practices been introduced in your district/building last year?

Yes _____ No_____

If so, please list_____

_____

17. Have student achievement scores as measured by the statewide testing program increased in your district/building this year over last year?

Yes _____ No_____ Don't know_____

18. Have student achievement scores as measured by the standardized tests other than the statewide testing program increased in your building/district this year over last year?

Yes _____ No_____ Don't know_____

19. In your district/building, do teachers structure lessons so that different students of the same age or grade work toward different learning objectives?

( ) ( ) ( ) ( ) ( )
none of the teachers do this all of the teachers do this

20. In your district/building, do teachers structure lessons so that different students can advance toward the same learning objectives at different rates of speed?

( ) ( ) ( ) ( ) ( )
none of the teachers do this all of the teachers do this

21. In your district/building, do teachers structure lessons so that students work toward the same learning objectives using different equipment, material or activities?

( ) none of the teachers do this	( )	( )	( )	( ) all of the teachers do this

22. In your district/building, do teachers assess the level of students' performance?

( ) none of the teachers do this	( )	( )	( )	( ) all of the teachers do this

23. Some people have said that the above four statements (19-22) taken together or collectively comprise what is called individualized instruction. To what extent does individualized instruction exist in your district/building?

( ) not at all	( )	( )	( )	( ) to a very great extent

24. Is there more individualized instruction this year than last in your district/building?

Yes____ No____

25. To what extent does your staff develop precise and measurable goal statements for growth in *cognitive* knowledge for students in your school?

( ) not at all	( )	( )	( )	( ) to a very great extent

26. To what extent does your staff develop precise and measurable goal statements for growth in *affective* areas for students in your school?

( ) not at all	( )	( )	( )	( ) to a very great extent

27. To what extent does your district/building develop clear and measurable goal statements for all students to attain before graduation?

( ) not at all	( )	( )	( )	( ) to a very great extent

28. The previous three items are often collectively called "performance goals and objectives." Does your district/building implement such a broad program of performance goals?

( ) not at all	( )	( )	( )	( ) to a very great extent

29. To what extent does your district/building identify the wishes and aspirations of the students attending the school(s)?

( ) not at all	( )	( )	( )	( ) to a very great extent

30. To what extent does your district/building indentify the educational goals that parents desire the school(s) to address?

( ) not at all	( )	( )	( )	( ) to a very great extent

31. To what extent does your district/building identify the educational goals that professional staff desire the school(s) to address?

( ) not at all	( )	( )	( )	( ) to a very great extent

32. To what extent does your district/building identify the local community needs that the school programs might aim at?

( ) not at all	( )	( )	( )	( ) to a very great extent

33. To what extent does your district/building develop priorities for the educational goals deemed important by all the groups mentioned in the last four items?

( )	( )	( )	( )	( )
not at all				to a very great extent

34. Some people have said that the above five statements (29-33) taken together or collectively comprise what is called "needs assessment." To what extent does your district/building conduct such a comprehensive needs assessment?

( )	( )	( )	( )	( )
not at all				to a very great extent

35. Have you made more attempts this year to gain access to non-local financial support for your district/building than last year?

Yes _____ No_____

36. Have you received more non-local financial support for your district/building programs this year than last year?

Yes _____ No_____

37. Have local funds been used to implement any practice or program introduced to you by the Bureau of Technical Assistance, Rhode Island Teacher Center, Education Information Center, or Alternative Learning Center?

Yes _____ No_____

38. Are you aware that the Regents have provided each district/building within the state the option of using one-half day a week for staff development (i.e., staff development could be in-service training, attendance at conferences, program planning, curriculum development)?

Yes_____ No _____

39. During the past school year, has your school used the half-day per week staff development rule?

( )	( )	( )	( )	( )
never		sometimes		every week

40. During the past school year, how many days of staff development have you participated in?

_____ number of half-days

41. Is this an increase in the time you spent in staff development over last year?

Yes _____ No_____

42. Have you done cooperative planning with any institution of higher education within the state of Rhode Island during the past year (i.e., planned in-service training, worked on a proposal for federal money, used IHE persons as consultants, or resources in any way)?

Yes _____ No_____

RHODE ISLAND TEACHER CENTER (RITC)
STATEWIDE IMPACT SURVEY
INTERVIEW SCHEDULE

TEACHERS

NAME _____

ELEMENTARY SCHOOL TEACHER (K-6) _____

SECONDARY SCHOOL TEACHER (7-12) _____

SCHOOL _____

SCHOOL DISTRICT _____

DATE _____

NAME OF INTERVIEWER _____

1. Are you aware of the existence of the RITC? (You may also know RITC as any of the following: Bureau of Technical Assistance, Education Information Center, Alternative Learning Center, Program Development Consultants.) If so, check "yes."

Yes ___ No ___

2. Which of the following services provided by the RITC are you aware of? (check the ones of which you are aware)

___ a. Alternative Learning Center

___ b. Education Information Center

___ c. Program Development Consultant

___ d. Student Needs Assessment

___ e. Teacher Needs Assessment

3. To what extent have you used any of the following services as they have been provided by the RITC?

a. In-Service Training (Alternative Learning Center)

( ) participated in none ( ) ( ) ( ) ( ) participated in all that were available in my school system

b. Awareness Conference (Alternative Learning Center)

___ *attended* Awareness Conference IV, October 8, 9, 1974

___ did *not* attend Awareness Conference IV, October 8, 9, 1974

c. Education Information Center

( ) made no use of this service ( ) ( ) ( ) ( ) used this service a great deal

d. Program Development Consultant

( ) made no use of this service ( ) ( ) ( ) ( ) used this service a great deal

e. Student Needs Assessment

( ) made no use of this service ( ) ( ) ( ) ( ) used this service a great deal

f. Teacher Needs Assessment

( ) made no use of this service ( ) ( ) ( ) ( ) used this service a great deal

4. For any of the RITC services you have checked in item 3, briefly explain how you have used them by first identifying the name of the service and second, list the outcomes of this service. (i.e., outcomes could be changes in behavior, occurrence of significant events, plans, programs, proposals, documents or materials produced.)

a. Name of service: _____

List of outcomes: _____

_____

_____

b. Name of service: _____

List of outcomes: _____

_____

_____

c. Name of service: _____

List of outcomes: _____

_____

_____

5. Did you participate in any of the in-service training during the past year (June 1974 to present) from the following list? (check the training in which you participated)

_____ a. Individually Guided Education/Multi-Unit School (IGE-MUS)

_____ b. The Teaching of Science–A Self-Directed Teacher Education Program

_____ c. Materials and Activities for Teachers and Children (MATCH)

_____ d. Minicourses

_____ e. Concepts and Materials (CAM)

_____ f. First Step

_____ g. Career Education (Secondary)

_____ h. Apex (Office Simulation)

_____ i. Wisconsin Design in Reading: Word Attach and Study Skills

_____ j. Project Management

_____ k. Determining Instructional Purposes

_____ l. Evaluation Workshop I

_____ m. Creative Problem Solving

_____ n. Individually Guided Education–Jr. High and Middle School

_____ o. Improvisational Techniques for the Classroom

_____ p. An In-Service Workshop for Teacher Training in Environmental Education

_____ q. Experiences in the Metric System

_____ r. Right to Read Workshops

6. Other than those listed above, how many school-based in-service workshops did you participate in during the last year?

_____ # of workshops

Specify name(s) of workshops: _____

_____

7. Please answer the following questions as they pertain to the most recent workshop in which you have participated.

Please specify the workshop most recently attended: _____

_____

8. To what extent were presentations of the training effective?

( ) ineffective ( ) ( ) ( ) ( ) extremely effective

9. Rate the quality of the material presented in the training.

( ) poor ( ) ( ) ( ) ( ) superior

10. To what extent were the workshop goals achieved?

( ) not at all ( ) ( ) ( ) ( ) totally

11. To what extent do you think the training addressed itself to some need or problem of yours?

( ) not at all ( ) ( ) ( ) ( ) very well

What was that need or problem (please explain)_____

_____

12. Does the problem or need still exist?

Yes ___ No ___

13. Would you want more training dealing with the same area or problem?

Yes ___ No ___

14. Would you want training in some other area?

Yes ___ No ___

If yes, please specify the area(s) _____

_____

15. Rate the extent to which you have implemented in your classroom the practices provided to you at the workshop.

( ) implemented none of the practices ( ) ( ) ( ) ( ) implemented all of the practices

16. Have student achievement scores as measured by the statewide testing program increased in your school this year over last year?

Yes ___ No ___ Don't Know ___

17. Have student achievement scores as measured by the standardized tests other than the statewide testing program increased in your school this year over last year?

Yes ___ No ___ Don't Know ___

18. In your classroom, do you structure your lessons so that different students of the same age or grade work toward different learning objectives?

( ) none of my students do this ( ) ( ) ( ) ( ) all of my students do this

19. In your classroom, do you structure your lessons so that different students can advance toward the same learning objectives at different rates of speed?

( ) none of my students to this ( ) ( ) ( ) ( ) all of my students do this

20. In your classroom, do you structure your lessons so that different students work toward the same learning objectives using different equipment, material or activities?

( ) none of my students do this ( ) ( ) ( ) ( ) all of my students do this

21. In your classroom, do you assess the level of your students' performance at frequent intervals?

( ) I do this for none of my students ( ) ( ) ( ) ( ) I do this for all of my students

22. Some people have said that the above four statements (18-21) taken together or collectively comprise what is called individualized instruction. To what extent does individualized instruction exist in your classroom?

( ) not at all ( ) ( ) ( ) ( ) to a very great extent

23. Is there more individualized instruction this year than last *in your classroom*?

Yes ___ No ___

24. Is there more individualized instruction this year than last *in your school*?

Yes ___ No ___

25. To what extent do you develop precise and measurable goal statements for student growth in *cognitive* knowledge for your students?

( ) not at all ( ) ( ) ( ) ( ) to a very great extent

26. To what extent do you develop precise and measurable goal statements for student growth in *affective* areas for your students?

( ) not at all ( ) ( ) ( ) ( ) to a very great extent

27. Are you aware that the Regents have provided each school/district within the state the option of using one-half day a week for staff development (i.e., staff development could be in-service training, attendance at conferences, program planning, curriculum development)?

Yes ___ No ___

28. During the past school year, has your school taken advantage of the half day per week staff development policy?

( ) never ( ) ( ) sometimes ( ) ( ) every week

29. During the past school year, how many days of staff development have you participated in?

_____ number of half-days

30. Is this an increase in the time you spent in staff development over last year?

Yes _____ No ___

31. Have you done cooperative planning with any institution of higher education within the state of Rhode Island during the past year (i.e., planned in-service training, worked on a proposal for federal money, used IHE persons as consultants or resources in any way)?

Yes ___ No ___

APPENDIX B

Computer Data Tables for FY '75 Impact Survey

Item #1 - "Are you aware of the existence of the RITC?"

A. According to positions

	YES	NO	ROW TOTAL
CENTRAL ADMIN	12 100.0	0 0	12 3.1
BLDG ADMIN	64 97.0	2 3.0	66 16.8
SCNDRY TCHR	61 69.3	27 30.7	88 22.4
ELEM TCHR	163 71.8	64 28.2	227 57.8
COLUMN TOTAL	300 76.3	93 23.7	393 100.0

B. According to school district

	YES	NO	ROW TOTAL
PROVIDENCE	27 71.1	11 28.9	38 9.7
CRANSTON	38 77.6	11 22.4	49 12.5
SMTHFLD	37 84.1	7 15.9	44 11.2
CNTRL FALLS	23 74.2	8 25.8	31 7.9
NO SM THFLD	30 100.0	0 0	30 7.6
WOONSKT	41 71.9	16 28.1	57 14.5
WARWCK	35 62.5	21 37.5	56 14.2
WSTRLY	21 91.3	2 8.7	23 5.9
MDLTWN	40 70.2	17 29.8	57 14.5
NSHORHM	8 100.0	0 0	8 2.0
COLUMN TOTAL	300 76.3	93 23.7	393 100.0

Item #2-a. "Are you aware of the Alternate Learning Center?"

A. According to positions

	YES	NO	ROW TOTAL
CENTRAL ADMIN	12 100.0	0 0	12 3.1
BLDG ADMIN	58 87.9	8 12.1	66 16.8
SCNDRY TCHR	41 46.6	47 53.4	88 22.4
ELEM TCHR	141 62.1	86 37.9	227 57.8
COLUMN TOTAL	252 64.1	141 35.9	393 100.0

B. According to school districts

	YES	NO	ROW TOTAL
PROVIDENCE	25 65.8	13 34.2	38 9.7
CRANSTON	33 67.3	16 32.7	49 12.5
SMTHFLD	35 79.5	9 20.5	44 11.2
CNTRL FALLS	20 64.5	11 35.5	31 7.9
NO SM THFLD	23 76.7	7 23.3	30 7.6
WOONSKT	33 57.9	24 42.1	57 14.5
WARWCK	29 51.8	27 48.2	56 14.2
WSTRLY	11 47.8	12 52.2	23 5.9
MDLTWN	37 64.9	20 35.1	57 14.5
NSHORHM	6 75.0	2 25.0	8 2.0
COLUMN TOTAL	252 64.1	141 35.9	393 100.0

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Item #2-b. "Are you aware of the Education Information Center?"

A. According to positions

	YES	NO	ROW TOTAL
CENTRAL ADMIN	12 100.0	0 0	12 3.1
BLDG ADMIN	54 81.8	12 18.2	66 16.8
SCNDRY TCHR	39 44.3	49 55.7	88 22.4
ELEM TCHR	81 35.7	146 64.3	227 57.8
COLUMN TOTAL	186 47.3	207 52.7	393 100.0

B. According to school districts

	YES	NO	ROW TOTAL
PROVIDENCE	17 44.7	21 55.3	38 9.7
CRANSTON	23 46.9	26 53.1	49 12.5
SMTHFLD	23 52.3	21 47.7	44 11.2
CNTRL FALLS	14 45.2	17 54.8	31 7.9
NO SM THFLD	21 70.0	9 30.0	30 7.6
WOONSKT	26 45.6	31 54.4	57 14.5
WARWCK	14 25.0	42 75.0	56 14.2
WSTRLY	18 78.3	5 21.7	23 5.9
MDLTWN	28 49.1	29 50.9	57 14.5
NSHORHM	2 25.0	6 75.0	8 2.0
COLUMN TOTAL	186 47.3	207 52.7	393 100.0

Item #2-c. "Are you aware of the Program Development Consultants?"

A. According to positions

	YES	NO	ROW TOTAL
CENTRAL ADMIN	10 83.3	2 16.7	12 3.1
BLDG ADMIN	46 69.7	20 30.3	66 16.8
SCNDRY TCHR	21 23.9	67 76.1	88 22.4
ELEM TCHR	34 15.0	193 85.0	227 57.8
COLUMN TOTAL	111 28.2	282 71.8	393 100.0

B. According to school districts

	YES	NO	ROW TOTAL
PROVIDENCE	9 23.7	29 76.3	38 9.7
CRANSTON	13 26.5	36 73.5	49 12.5
SMTHFLD	11 25.0	33 75.0	44 11.2
CNTRL FALLS	9 29.0	22 71.0	31 7.9
NO SM THFLD	13 43.3	17 56.7	30 7.6
WOONSKT	10 17.5	47 82.5	57 14.5
WARWCK	8 14.3	48 85.7	56 14.2
WSTRLY	13 56.5	10 43.5	23 5.9
MDLTWN	19 33.3	38 66.7	57 14.5
18. NSHORHM	6 75.0	2 25.0	8 2.0
COLUMN TOTAL	111 28.2	282 71.8	393 100.0

Item #2-d. "Are you aware of Student Needs Assessment?"

A. According to positions

	YES	NO	ROW TOTAL
	1.	2.	
1. CENTRAL ADMIN	7 58.3	5 41.7	12 3.1
2. BLDG ADMIN	28 42.4	38 57.6	66 16.8
3. SCNDRY TCHR	11 12.5	77 87.5	88 22.4
4. ELEM TCHR	21 9.3	206 90.7	227 57.8
COLUMN TOTAL	67 17.0	326 83.0	393 100.0

B. According to school districts

	YES	NO	ROW TOTAL
	1.	2.	
1. PROVIDENCE	9 23.7	29 76.3	38 9.7
2. CRANSTON	9 18.4	40 81.6	49 12.5
3. SMTHFLD	6 13.6	38 86.4	44 11.2
4. CNTRL FALLS	6 19.4	25 80.6	31 7.9
5. NO SMTHFLD	9 30.0	21 70.0	30 7.6
6. WOONSKT	3 5.3	54 94.7	57 14.5
7. WARWCK	9 16.1	47 83.9	56 14.2
8. WSTRLY	6 26.1	17 73.9	23 5.9
9. MDLTWN	9 15.8	48 84.2	57 14.5
10. NSHORHM	1 12.5	7 87.5	8 2.0
COLUMN TOTAL	67 17.0	326 83.0	393 100.0

Item # 2-e. "Are you aware of Teacher Needs Assessment?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	6 50.0	6 50.0	12 3.1
2. BLDG ADMIN	22 33.3	44 66.7	66 16.8
3. SCNDRY TCHR	5 5.7	83 94.3	88 22.4
4. ELEM TCHR	18 7.9	209 92.1	227 57.8
COLUMN TOTAL	51 13.0	342 87.0	393 100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	7 18.4	31 81.6	38 9.7
2. CRANSTON	7 14.3	42 85.7	49 12.5
3. SMTHFLD	5 11.4	39 88.6	44 11.2
4. CNTRL FALLS	2 6.5	29 93.5	31 7.9
5. NO SM THFLD	5 16.7	25 83.3	30 7.6
6. WOONSKT	1 1.8	56 98.2	57 14.5
7. WARWCK	7 12.5	49 87.5	56 14.2
8. WSTRLY	4 17.4	19 82.6	23 5.9
9. MDLTWN	11 19.3	46 80.7	57 14.5
10. NSHORHN	2 25.0	6 75.0	8 2.0
COLUMN TOTAL	51 13.0	342 87.0	393 100.0

Item # 3-a. "To what extent have you used In-Service Training (ALC)?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	2	0	3	1	6	12
	16.7	0	25.0	8.3	50.0	3.1
2. BLDG ADMIN	30	6	12	5	13	66
	45.5	9.1	18.2	7.6	19.7	16.8
3. SCNDRY TCHR	74	2	4	4	4	88
	84.1	2.3	4.5	4.5	4.5	22.4
4. ELEM TCHR	158	29	9	15	16	227
	69.6	12.8	4.0	6.6	7.0	57.8
COLUMN TOTAL	264	37	28	25	39	393
	67.2	9.4	7.1	6.4	9.9	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	29	2	3	2	2	38
	76.3	5.3	7.9	5.3	5.3	9.7
2. CRANSTON	36	2	4	2	5	49
	73.5	4.1	8.2	4.1	10.2	12.5
3. SMTHFLD	26	8	2	3	5	44
	59.1	18.2	4.5	6.8	11.4	11.2
4. CNTRL FALLS	14	4	4	3	6	31
	45.2	12.9	12.9	9.7	19.4	7.9
5. NO SM THFLD	20	2	3	2	3	30
	66.7	6.7	10.0	6.7	10.0	7.6
6. WOONSKT	38	3	3	9	4	57
	66.7	5.3	5.3	15.8	7.0	14.5
7. WARWCK	43	8	3	2	0	56
	76.8	14.3	5.4	3.6	0	14.2
8. WSTRLY	22	0	0	0	1	23
	95.7	0	0	0	4.3	5.9
9. MDLTWN	36	7	6	2	6	57
	63.2	12.3	10.5	3.5	10.5	14.5
10. NSHORHM	0	1	0	0	7	8
	0	12.5	0	0	87.5	2.0
COLUMN TOTAL	264	37	28	25	39	393
	67.2	9.4	7.1	6.4	9.9	100.0

Item # 3-b. "Have you attended Awareness Conference IV?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	6 50.0	6 50.0	12 3.1
2. BLDG ADMIN	24 36.4	42 63.6	66 16.8
3. SCNDRY TCHR	5 5.7	83 94.3	88 22.4
4. ELEM TCHR	12 5.3	215 94.7	227 57.8
COLUMN TOTAL	47 12.0	346 88.0	393 100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	3 7.9	35 92.1	38 9.7
2. CRANSTON	7 14.3	42 85.7	49 12.5
3. SMTHFLD	7 15.9	37 84.1	44 11.2
4. CNTRL FALLS	4 12.9	27 87.1	31 7.9
5. NO SM THFLD	7 23.3	23 76.7	30 7.6
6. WOONSKT	8 14.0	49 86.0	57 14.5
7. WARWCK	6 10.7	50 89.3	56 14.2
8. WSTRLY	0 0	23 100.0	23 5.9
9. MDLTWN	4 7.0	53 93.0	57 14.5
10. NSHORHM	1 12.5	7 87.5	8 2.0
COLUMN TOTAL	47 12.0	346 88.0	393 100.0

Item #3-c. "To what extent have used Education Information Center?"

A. According to positions

	INONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRA_ ADMIN	0	0	5	3	4	12
	0	0	41.7	25.0	33.3	3.1
2. PLDG ADMIN	30	14	13	7	2	66
	45.5	21.2	19.7	10.6	3.0	16.8
3. SCNDRY TCHR	70	10	5	3	0	88
	79.5	11.4	5.7	3.4	0	22.4
4. ELEM TCHR	198	16	9	1	3	227
	87.2	7.0	4.0	.4	1.3	57.8
COLUMN TOTAL	298	40	32	14	9	393
	75.8	10.2	8.1	3.6	2.3	100.0

B. According to school districts

	INONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	27	3	5	1	2	38
	71.1	7.9	13.2	2.6	5.3	9.7
2. CRANSTON	40	2	3	2	2	49
	81.6	4.1	6.1	4.1	4.1	12.5
3. SMTHFLD	32	9	2	0	1	44
	72.7	20.5	4.5	0	2.3	11.2
4. CNTRL FALLS	19	3	3	5	1	31
	61.3	9.7	9.7	16.1	3.2	7.9
5. NO SM THFLD	20	5	5	0	0	30
	66.7	16.7	16.7	0	0	7.6
6. WOONSKT	43	7	3	2	2	57
	75.4	12.3	5.3	3.5	3.5	14.5
7. WARWCK	49	4	3	0	0	56
	87.5	7.1	5.4	0	0	14.2
8. WSTRLY	14	2	5	1	1	23
	60.9	8.7	21.7	4.3	4.3	5.9
9. MDLTWN	49	4	3	1	0	57
	86.0	7.0	5.3	1.8	0	14.5
10. NSHORH4	5	1	0	2	0	8
	62.5	12.5	0	25.0	0	2.0
COLUMN TOTAL	298	40	32	14	9	393
	75.8	10.2	8.1	3.6	2.3	100.0

Item #3-d. "To what extent have you used Program Development Consultants?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	1 8.3	0 0	2 16.7	2 16.7	7 58.3	12 3.1
2. BLDG ADMIN	31 47.0	8 12.1	14 21.2	7 10.6	6 9.1	66 16.8
3. SCNDRY TCHR	68 77.3	11 12.5	4 4.5	1 1.1	4 4.5	88 22.4
4. ELEM TCHR	214 94.3	8 3.5	1 .4	3 1.3	1 .4	227 57.8
COLUMN TOTAL	314 79.9	27 6.9	21 5.3	13 3.3	18 4.6	393 100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	33 86.8	2 5.3	0 0	1 2.6	2 5.3	38 9.7
2. CRANSTON	39 79.6	2 4.1	5 10.2	1 2.0	2 4.1	49 12.5
3. SMTHFLD	37 84.1	2 4.5	2 4.5	3 6.8	0 0	44 11.2
4. CNTRL FALLS	20 64.5	3 9.7	4 12.9	0 0	4 12.9	31 7.9
5. NO SM THFLD	15 50.0	8 26.7	2 6.7	2 6.7	3 10.0	30 7.6
6. WOONSKT	52 91.2	2 3.5	1 1.8	1 1.8	1 1.8	57 14.5
7. WARWCK	52 92.9	3 5.4	0 0	0 0	1 1.8	56 14.2
8. WSTRLY	15 65.2	3 13.0	2 8.7	2 8.7	1 4.3	23 5.9
9. MDLTWN	48 84.2	2 3.5	2 3.5	3 5.3	2 3.5	57 14.5
10. NSHORHM	3 37.5	0 0	3 37.5	0 0	2 25.0	8 2.0
COLUMN TOTAL	314 79.9	27 6.9	21 5.3	13 3.3	18 4.6	393 100.0

Item # 3-e. "To what extent have you used Student Needs Assessment?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	ROW TOTAL
1. CENTRAL ADMIN	7 58.3	2 16.7	1 8.3	2 16.7	12 3.1
2. BLDG ADMIN	49 74.2	8 12.1	7 10.6	2 3.0	66 16.8
3. SCNDRY TCHR	81 92.0	6 6.8	0 0	1 1.1	88 22.4
4. ELEM TCHR	217 95.6	8 3.5	2 .9	0 0	227 57.8
COLUMN TOTAL	354 90.1	24 6.1	10 2.5	5 1.3	393 100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	ROW TOTAL
1. PROVIDENCE	33 86.8	3 7.9	2 5.3	0 0	38 9.7
2. CRANSTON	46 93.9	2 4.1	0 0	1 2.0	49 12.5
3. SMTHFLD	41 93.2	1 2.3	2 4.5	0 0	44 11.2
4. CNTRL FALLS	23 74.2	4 12.9	3 9.7	1 3.2	31 7.9
5. NO SM THFLD	21 70.0	8 26.7	0 0	1 3.3	30 7.6
6. WOONSKT	54 94.7	1 1.8	2 3.5	0 0	57 14.5
7. WARWCK	52 92.9	2 3.6	1 1.8	1 1.8	56 14.2
8. WSTRLY	20 87.0	2 8.7	0 0	1 4.3	23 5.9
9. MDLTWN	56 98.2	1 1.8	0 0	0 0	57 14.5
10. NSHORHM	8 100.0	0 0	0 0	0 0	8 2.0
COLUMN TOTAL	354 90.1	24 6.1	10 2.5	5 1.3	393 100.0

Item # 3-f. "To what extent have you used Teacher Needs Assessment?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	10	1	1	0	12
	83.3	8.3	8.3	0	3.1
2. BLDG ADMIN	55	7	4	0	66
	83.3	10.6	6.1	0	16.8
3. SCNDRY TCHR	84	3	0	1	88
	95.5	3.4	0	1.1	22.4
4. ELEM TCHR	221	4	2	0	227
	97.4	1.8	.9	0	57.8
COLUMN TOTAL	370	15	7	1	393
	94.1	3.8	1.8	.3	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	34	2	2	0	38
	89.5	5.3	5.3	0	9.7
2. CRANSTON	47	1	1	0	49
	95.9	2.0	2.0	0	12.5
3. SMTHFLD	43	1	0	0	44
	97.7	2.3	0	0	11.2
4. CNTRL FALLS	28	1	1	1	31
	90.3	3.2	3.2	3.2	7.9
5. NO SM THFLD	28	1	1	0	30
	93.3	3.3	3.3	0	7.6
6. WOONSKT	56	1	0	0	57
	98.2	1.8	0	0	14.5
7. WARWCK	54	2	0	0	56
	96.4	3.6	0	0	14.2
8. WSTRLY	20	3	0	0	23
	87.0	13.0	0	0	5.9
9. MDLTWN	54	2	1	0	57
	94.7	3.5	1.8	0	14.5
10. NSHORHM	6	1	1	0	8
	75.0	12.5	12.5	0	2.0
COLUMN TOTAL	370	15	7	1	393
	94.1	3.8	1.8	.3	100.0

Item #5-a. "Did you participate in IGE/MUS?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	1 100.0	1 2.1
2. BLDG ADMIN	14 100.0	14 29.8
3. SCNDRY TCHR	12 100.0	12 25.5
4. ELEM TCHR	20 100.0	20 42.6
COLUMN TOTAL	47 100.0	47 100.0

NUMBER OF MISSING OBSERVATIONS = 346

B. According to school districts

	1.	ROW TOTAL
1. PROVIDENCE	2 100.0	2 4.3
2. CRANSTON	2 100.0	2 4.3
3. SMTHFLD	1 100.0	1 2.1
5. NO SM THFLD	10 100.0	10 21.3
6. WOONSKT	1 100.0	1 2.1
7. WARWCK	1 100.0	1 2.1
9. MDLTWN	30 100.0	30 63.8
COLUMN TOTAL	47 100.0	47 100.0

NUMBER OF MISSING OBSERVATIONS = 346

Item #5-b. "Did you participate in The Teaching of Science -- A Self-Directed Teacher Education Program?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	1 100.0	1 11.1
2. BLDG ADMIN	5 100.0	5 55.6
4. ELEM TCHR	3 100.0	3 33.3
COLUMN TOTAL	9 100.0	9 100.0

NUMBER OF MISSING OBSERVATIONS = 384

B. According to school districts

	1.	ROW TOTAL
2. CRANSTON	2 100.0	2 22.2
4. CNTRL FALLS	4 100.0	4 44.4
6. WOONSKT	1 100.0	1 11.1
9. MDLTWN	2 100.0	2 22.2
COLUMN TOTAL	9 100.0	9 100.0

NUMBER OF MISSING OBSERVATIONS = 384

Item #5-c. "Did you participate in MATCH?"

A. According to positions

		1.	ROW TOTAL
1. CENTRAL ADMIN		1	1
		100.0	20.0
4. ELEM TCHR		4	4
		100.0	80.0
COLUMN TOTAL		5	5
		100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 388

B. According to school districts

		1.	ROW TOTAL
1. PROVIDENCE		4	4
		100.0	80.0
4. CNTRL FALLS		1	1
		100.0	20.0
COLUMN TOTAL		5	5
		100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 388

Item #5-d. "Did you participate in Minicourses?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	1 100.0	1 10.0
2. BLDG ADMIN	2 100.0	2 20.0
3. SCNDRY TCHR	2 100.0	2 20.0
4. ELEM TCHR	5 100.0	5 50.0
COLUMN TOTAL	10 100.0	10 100.0

NUMBER OF MISSING OBSERVATIONS = 383

B. According to school districts

	1.	ROW TOTAL
1. PROVIDENCE	5 100.0	5 50.0
2. CRANSTON	1 100.0	1 10.0
4. CNTRL FALLS	1 100.0	1 10.0
7. WARWCK	1 100.0	1 10.0
9. MDLTWN	2 100.0	2 20.0
COLUMN TOTAL	10 100.0	10 100.0

NUMBER OF MISSING OBSERVATIONS = 383

Item #5-e. "Did you participate in CAM?"

A. According to positions

		1.	ROW TOTAL
CENTRAL ADMIN	1.	3 100.0	3 8.3
BLDG ADMIN	2.	4 100.0	4 11.1
SCNDRY TCHR	3.	1 100.0	1 2.8
ELEM TCHR	4.	28 100.0	28 77.8
COLUMN TOTAL		36 100.0	36 100.0

NUMBER OF MISSING OBSERVATIONS = 357

B. According to school districts

		1.	ROW TOTAL
PROVIDENCE	1.	5 100.0	5 13.9
CRANSTON	2.	7 100.0	7 19.4
CNTRL FALLS	4.	2 100.0	2 5.6
WOONSKT	6.	5 100.0	5 13.9
WARWCK	7.	9 100.0	9 25.0
MDLTWN	9.	8 100.0	8 22.2
COLUMN TOTAL		36 100.0	36 100.0

NUMBER OF MISSING OBSERVATIONS = 357

Item #5-f. "Did you participate in First Step?"

A. According to positions

		1.	ROW TOTAL
1. CENTRAL ADMIN	Count	3	3
	Row Pct	100.0	15.8
2. BLDG ADMIN	Count	8	8
	Row Pct	100.0	42.1
4. ELEM TCHR	Count	8	8
	Row Pct	100.0	42.1
COLUMN TOTAL	Count	19	19
	Col Pct	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 374

B. According to school districts

		1.	ROW TOTAL
1. PROVIDENCE	Count	1	1
	Row Pct	100.0	5.3
3. SMTHFLD	Count	1	1
	Row Pct	100.0	5.3
6. WOONSKT	Count	12	12
	Row Pct	100.0	63.2
7. WARWCK	Count	5	5
	Row Pct	100.0	26.3
COLUMN TOTAL	Count	19	19
	Col Pct	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 374

Item #5-g. "Did you participate in Career Education (Secondary)?"

A. According to positions

		1.	ROW TOTAL
1. CENTRAL ADMIN		5	5
		100.0	26.3
2. BLDG ADMIN		3	3
		100.0	15.8
3. SCNDRY TCHR		9	9
		100.0	47.4
4. ELEM TCHR		2	2
		100.0	10.5
COLUMN TOTAL		19	19
		100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 374

B. According to school districts

	1.	ROW TOTAL
2. CRANSTON	3	3
	100.0	15.8
3. SMTHFLD	1	1
	100.0	5.3
4. CNTRL FALLS	4	4
	100.0	21.1
5. NO SM THFLD	2	2
	100.0	10.5
6. WOONSKT	4	4
	100.0	21.1
7. WARWCK	2	2
	100.0	10.5
8. WSTRLY	1	1
	100.0	5.3
9. MDLTWN	2	2
	100.0	10.5
COLUMN TOTAL	19	19
	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 374

Item #5-h. "Did you participate in Apex (Office Simulation)?"

A. According to positions

		1.	ROW TOTAL
2. BLDG ADMIN	Count	1	1
	Row Pct	100.0	50.0
3. SCNDRY TCHR	Count	1	1
	Row Pct	100.0	50.0
COLUMN TOTAL	Count	2	2
	Col Pct	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 391

B. According to school districts

		1.	ROW TOTAL
7. WARWCK	Count	2	2
	Row Pct	100.0	100.0
COLUMN TOTAL	Count	2	2
	Col Pct	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 391

Item #5-i. "Did you participate in the Wisconsin Design in Reading?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	2 100.0	2 8.7
2. BLDG ADMIN	6 100.0	6 26.1
4. ELEM TCHR	15 100.0	15 65.2
COLUMN TOTAL	23 100.0	23 100.0

NUMBER OF MISSING OBSERVATIONS = 370

B. According to school districts

	1.	ROW TOTAL
2. CRANSTON	1 100.0	1 4.3
3. SMTHFLD	9 100.0	9 39.1
5. NO SMTHFLD	4 100.0	4 17.4
6. WOONSKT	1 100.0	1 4.3
7. WARWCK	1 100.0	1 4.3
8. WSTRLY	1 100.0	1 4.3
9. MDLTWN	6 100.0	6 26.1
COLUMN TOTAL	23 100.0	23 100.0

NUMBER OF MISSING OBSERVATIONS = 370

Item #5-j. "Did you participate in Project Management?"

A. According to positions

		1.	ROW TOTAL
2. BLDG ADMIN	1	1	1
	100.0		33.3
3. SCNDRY TCHR	1	1	1
	100.0		33.3
4. ELEM TCHR	1	1	1
	100.0		33.3
COLUMN TOTAL	3		3
	100.0		100.0

NUMBER OF MISSING OBSERVATIONS = 390

B. According to school districts

	1.	ROW TOTAL
1. PROVIDENCE	1	1
	100.0	33.3
2. CRANSTON	1	1
	100.0	33.3
3. SMTHFLD	1	1
	100.0	33.3
COLUMN TOTAL	3	3
	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 390

Item #5-1. "Did you participate in Evaluation Workshop I?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	2 100.0	2 50.0
2. BLDG ADMIN	1 100.0	1 25.0
3. SCNDRY TCHR	1 100.0	1 25.0
COLUMN TOTAL	4 100.0	4 100.0

NUMBER OF MISSING OBSERVATIONS = 389

B. According to school districts

	1.	ROW TOTAL
2. CRANSTON	1 100.0	1 25.0
3. SMTHFLD	1 100.0	1 25.0
4. CNTRL FALLS	2 100.0	2 50.0
COLUMN TOTAL	4 100.0	4 100.0

NUMBER OF MISSING OBSERVATIONS = 389

Item #5-m. "Did you participate in Creative Problem Solving?"

A. According to positions

		1.	ROW TOTAL
1. CENTRAL ADMIN		1	1
		100.0	14.3
2. BLDG ADMIN		2	2
		100.0	28.6
4. ELEM TCHR		4	4
		100.0	57.1
COLUMN TOTAL		7	7
		100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 386

B. According to school districts

		1.	ROW TOTAL
1. PROVIDENCE		2	2
		100.0	28.6
2. CRANSTON		3	3
		100.0	42.9
5. NO SM THFLD		1	1
		100.0	14.3
7. WARWCK		1	1
		100.0	14.3
COLUMN TOTAL		7	7
		100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 386

Item #5-n. "Did you participate in Individually Guided Education (IGE) Jr. High and Middle School?"

A. According to positions

		1.	ROW TOTAL
CENTRAL ADMIN	1.	1 100.0	1 50.0
SCNDRY TCHR	3.	1 100.0	1 50.0
COLUMN TOTAL		2 100.0	2 100.0

NUMBER OF MISSING OBSERVATIONS = 391

B. According to school districts

		1.	ROW TOTAL
CRANSTON	2.	2 100.0	2 100.0
COLUMN TOTAL		2 100.0	2 100.0

NUMBER OF MISSING OBSERVATIONS = 391

Item #5-a. "Did you participate in Improvisational Techniques for the Classroom?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	4 100.0	4 20.0
2. BLDG ADMIN	4 100.0	4 20.0
3. SCNDRY TCHR	7 100.0	7 35.0
4. ELEM TCHR	5 100.0	5 25.0
COLUMN TOTAL	20 100.0	20 100.0

NUMBER OF MISSING OBSERVATIONS = 373

B. According to school districts

	1.	ROW TOTAL
2. CRANSTON	2 100.0	2 10.0
4. CNTRL FALLS	7 100.0	7 35.0
5. NO SM THFLD	1 100.0	1 5.0
7. WARWCK	2 100.0	2 10.0
10. NSHORHM	8 100.0	8 40.0
COLUMN TOTAL	20 100.0	20 100.0

NUMBER OF MISSING OBSERVATIONS = 373

Item #5-p. "Did you participate in An In-Service Workshop for Teacher Training in Environmental Education?"

A. According to positions

		1.	ROW TOTAL
1. CENTRAL ADMIN	Count	2	2
	Row Pct	100.0	22.2
2. BLDG ADMIN	Count	1	1
	Row Pct	100.0	11.1
3. SCNDRY TCHR	Count	2	2
	Row Pct	100.0	22.2
4. ELEM TCHR	Count	4	4
	Row Pct	100.0	44.4
COLUMN TOTAL	Count	9	9
	Col Pct	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 384

B. According to school districts

		1.	ROW TOTAL
2. CRANSTON	Count	5	5
	Row Pct	100.0	55.6
4. CNTRL FALLS	Count	2	2
	Row Pct	100.0	22.2
7. WARWCK	Count	1	1
	Row Pct	100.0	11.1
8. WSTRLY	Count	1	1
	Row Pct	100.0	11.1
COLUMN TOTAL	Count	9	9
	Col Pct	100.0	100.0

NUMBER OF MISSING OBSERVATIONS = 384

Item #5-q. "Did you participate in Experiences in the Metric System?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	2 100.0	2 9.5
2. BLDG ADMIN	4 100.0	4 19.0
3. SCNDRY TCHR	3 100.0	3 14.3
4. ELEM TCHR	12 100.0	12 57.1
COLUMN TOTAL	21 100.0	21 100.0

NUMBER OF MISSING OBSERVATIONS = 372

B. According to school districts

	1.	ROW TOTAL
4. CNTRL FALLS	1 100.0	1 4.8
5. NO SM THFLD	2 100.0	2 9.5
6. WOONSKT	1 100.0	1 4.8
7. WARWCK	3 100.0	3 14.3
8. WSTRLY	1 100.0	1 4.8
9. MDLTWN	13 100.0	13 61.9
COLUMN TOTAL	21 100.0	21 100.0

NUMBER OF MISSING OBSERVATIONS = 372

Item #5-r. "Did you participate in Right to Read Workshops?"

A. According to positions

	1.	ROW TOTAL
1. CENTRAL ADMIN	3 100.0	3 18.8
2. BLDG ADMIN	7 100.0	7 43.8
3. SCNDRY TCHR	1 100.0	1 6.3
4. ELEM TCHR	5 100.0	5 31.3
COLUMN TOTAL	16 100.0	16 100.0

NUMBER OF MISSING OBSERVATIONS = 377

B. According to school districts

	1.	ROW TOTAL
2. CRANSTON	6 100.0	6 37.5
5. NO SM THFLD	1 100.0	1 6.3
7. WARWCK	4 100.0	4 25.0
8. WSTRLY	5 100.0	5 31.3
COLUMN TOTAL	16 100.0	16 100.0

NUMBER OF MISSING OBSERVATIONS = 377

Item # 6. "Other than those listed above, how many school-based in-service training workshops did you participate in during the last year?"

A. According to positions

	[# of workshops] 0	1.	2.	3.	4.	5.
1. CENTRAL ADMIN	3 25.0	2 16.7	3 25.0	0 0	2 16.7	0 0
2. BLDG ADMIN	22 36.7	17 28.3	9 15.0	3 5.0	2 3.3	2 3.3
3. SCNDRY TCHR	44 66.7	12 18.2	5 7.6	4 6.1	0 0	0 0
4. ELEM TCHR	105 52.8	59 29.6	22 11.1	8 4.0	2 1.0	1 .5
COLUMN TOTAL	174 51.6	90 26.7	39 11.6	15 4.5	6 1.8	3 .9

(continued)

	[# of workshops] 6.	7.	8.	10.	12.	20.	40.	ROW TOTAL
1. CENTRAL ADMIN	0 0	0 0	0 0	0 0	1 8.3	0 0	1 8.3	12 3.6
2. LDG ADMIN	2 3.3	1 1.7	1 1.7	1 1.7	0 0	0 0	0 0	60 17.8
3. CNDRY TCHR	0 0	1 1.5	0 0	0 0	0 0	0 0	0 0	66 19.6
4. LEM TCHR	1 .5	0 0	0 0	0 0	0 0	1 .5	0 0	199 59.1
COLUMN TOTAL	3 .9	2 .6	1 .3	1 .3	1 .3	1 .3	1 .3	337 100.0

Item # 6. " Other than those listed above, how many school-based in-service workshops did you participate in during the last year?"

B. According to school districts

[# of workshops]

	0	1.	2.	3.	4.	5.	6.
1. PROVIDENCE	13 39.4	6 18.2	7 21.2	5 15.2	1 3.0	1 3.0	0 0
2. CRANSTON	11 22.4	19 38.8	10 20.4	3 6.1	1 2.0	1 2.0	1 2.0
3. SMTHFLD	18 66.7	2 7.4	6 22.2	1 3.7	0 0	0 0	0 0
4. CNTRL FALLS	18 62.1	8 27.6	3 10.3	0 0	0 0	0 0	0 0
5. O SM THFLD	6 23.1	15 57.7	3 11.5	2 7.7	0 0	0 0	0 0
6. OONSKT	27 58.7	11 23.9	2 4.3	3 6.5	0 0	0 0	1 2.2
7. ARWCK	36 66.7	10 18.5	5 9.3	1 1.9	2 3.7	0 0	0 0
8. STRLY	9 45.0	4 20.0	1 5.0	0 0	2 10.0	1 5.0	1 5.0
9. MOLTWN	35 77.8	9 20.0	1 2.2	0 0	0 0	0 0	0 0
10. NSHORHM	1 12.5	6 75.0	1 12.5	0 0	0 0	0 0	0 0
COLUMN TOTAL	174 51.6	90 26.7	39 11.6	15 4.5	6 1.8	3 .9	3 .9

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Item # 6. - B. (Continued)

	[# of workshops]						ROW TOTAL
	7.	8.	10.	12.	20.	40.	
1.	0	0	0	0	0	0	33
PROVIDENCE	0	0	0	0	0	0	9.8
2.	0	0	1	0	1	1	49
CRANSTON	0	0	2.0	0	2.0	2.0	14.5
3.	0	0	0	0	0	0	27
SMTHFLD	0	0	0	0	0	0	8.0
4.	0	0	0	0	0	0	29
CNTRL FALLS	0	0	0	0	0	0	8.6
5.	0	0	0	0	0	0	26
NO SM THFLD	0	0	0	0	0	0	7.7
6.	1	0	0	1	0	0	46
WOONSKT	2.2	0	0	2.2	0	0	13.6
7.	0	0	0	0	0	0	54
WARWCK	0	0	0	0	0	0	16.0
8.	1	1	0	0	0	0	20
WSTRLY	5.0	5.0	0	0	0	0	5.9
9.	0	0	0	0	0	0	45
MDLTWN	0	0	0	0	0	0	13.4
10.	0	0	0	0	0	0	8
NSHORHM	0	0	0	0	0	0	2.4
COLUMN	2	1	1	1	1	1	337
TOTAL	.6	.3	.3	.3	.3	.3	100.0

Item #7. "Please answer the following questions as they pertain to the most recent workshop in which you have participated."
[What is the most recent workshop?]

A. According to positions

	1.	2.	4.	5.	6.	7.	9.
1. CENTRAL ADMIN	0 0	1 33.3	0 0	0 0	0 0	0 0	1 33.3
2. BLDG ADMIN	1 4.2	4 16.7	0 0	5 20.8	4 16.7	0 0	2 8.3
3. S NDRY TCHR	0 0	0 0	0 0	1 8.3	0 0	5 41.7	0 0
4. E EM TCHR	1 1.8	1 1.8	1 1.8	17 30.9	5 9.1	1 1.8	5 9.1
COLUMN TOTAL	2 2.1	6 6.4	1 1.1	23 24.5	9 9.6	6 6.4	8 8.5

(continued)

	10.	13.	14.	15.	16.	17.	18.	ROW TOTAL
1. RAL ADMIN	0 0	0 0	0 0	1 33.3	0 0	0 0	0 0	3 3.2
2. ADMIN	1 4.2	0 0	1 4.2	2 8.3	0 0	2 8.3	2 8.3	24 25.5
3. RY TCHR	0 0	0 0	0 0	5 41.7	0 0	0 0	1 8.3	12 12.8
4. TCHR	0 0	1 1.8	0 0	3 5.5	4 7.3	14 25.5	2 3.6	55 58.5
COLUMN TOTAL	1 1.1	1 1.1	1 1.1	11 11.7	4 4.3	16 17.0	5 5.3	94 100.0

Note: A list of the workshops by number appears on next page.

Workshops Participated In

1. Individually Guided Education/Multi-Unit School (IGE-MUS)
2. The Teaching of Science - A Self-Directed Teacher Education Program
4. Minicourses
5. Concepts and Materials (CAM)
6. First Step
7. Career Education (Secondary)
9. Wisconsin Design in Reading: A Word Attach and Study Skills
10. Project Management
13. Creative Problem Solving
14. Individually Guided Education - Jr. High and Middle School
15. Improvisational Techniques for the Classroom
16. An In-Service Workshop for Teacher Training in Environmental Education
17. Experiences in the Metric System
18. Right to Read Workshops

Item #7. "Please answer the following questions as they pertain to the most recent workshop in which you participated." [What is the most recent workshop?]

B. According to school districts

	1.I	2.I	4.I	5.I	6.I	7.I	8.I
1. PROVIDENCE	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	4 I 66.7 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I
2. CRANSTON	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	5 I 35.7 I	0 I 0.0 I	2 I 14.3 I	0 I 0.0 I
3. SMTHFLD	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	6 I 100.0 I
4. CNTRL FALLS	0 I 0.0 I	4 I 36.4 I	0 I 0.0 I	1 I 9.1 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I
5. NO SM THFLD	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	2 I 100.0 I	0 I 0.0 I
6. WOONSKT	0 I 0.0 I	1 I 7.1 I	0 I 0.0 I	3 I 21.4 I	9 I 64.3 I	1 I 7.1 I	0 I 0.0 I
7. WARWCK	0 I 0.0 I	0 I 0.0 I	1 I 10.0 I	6 I 60.0 I	0 I 0.0 I	0 I 0.0 I	1 I 10.0 I
8. WSTRLY	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I
9. MDLTWN	2 I 8.7 I	1 I 4.3 I	0 I 0.0 I	4 I 17.4 I	0 I 0.0 I	1 I 4.3 I	1 I 4.3 I
10. NSHORHM	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I	0 I 0.0 I
COLUMN TOTAL	2 2.1	6 6.4	1 1.1	23 24.5	9 9.6	6 6.4	8 8.5

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Item # 7. - B. (Continued)

		10.	13.	14.	15.	16.	17.	18.	ROW TOTAL
PROVIDENCE	1.	1 16.7	0 0	1 16.7	0 0	0 0	0 0	0 0	6 6.4
CRANSTON	2.	0 0	0 0	0 0	0 0	4 28.6	2 14.3	1 7.1	14 14.9
SMTHFLD	3.	0 0	0 0	0 0	0 0	0 0	0 0	0 0	6 6.4
CNTRL FALLS	4.	0 0	0 0	0 0	6 54.5	0 0	0 0	0 0	11 11.7
NO SM THFLD	5.	0 0	0 0	0 0	0 0	0 0	0 0	0 0	2 2.1
WOONSKT	6.	0 0	0 0	0 0	0 0	0 0	0 0	0 0	14 14.9
WARWCK	7.	0 0	1 10.0	0 0	0 0	0 0	0 0	1 10.0	10 10.6
WSTRLY	8.	0 0	0 0	0 0	0 0	0 0	0 0	3 100.0	3 3.2
MDLTWN	9.	0 0	0 0	0 0	0 0	0 0	14 60.9	0 0	23 24.5
NSHORHM	10.	0 0	0 0	0 0	5 100.0	0 0	0 0	0 0	5 5.3
	COLUMN TOTAL	1 1.1	1 1.1	1 1.1	11 11.7	4 4.3	16 17.0	5 5.3	94 100.0

Item #8 - "To what extent were presentations of the training effective?"

A. According to educational position

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	0	0	1	0	2	3
	0	0	33.3	0	66.7	3.2
2. BLDG ADMIN	1	1	5	12	5	24
	4.2	4.2	20.8	50.0	20.8	25.5
3. SCNDRY TCHR	2	2	4	3	1	12
	16.7	16.7	33.3	25.0	8.3	12.8
4. ELEM TCHR	3	6	10	19	17	55
	5.5	10.9	18.2	34.5	30.9	58.5
COLUMN TOTAL	6	9	20	34	25	94
	6.4	9.6	21.3	36.2	26.6	100.0

B. According to school district

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0	0	2	0	4	6
	0	0	33.3	0	66.7	6.4
2. CRANSTON	3	4	5	2	0	14
	21.4	28.6	35.7	14.3	0	14.9
3. SMTHFLD	0	0	0	1	5	6
	0	0	0	16.7	83.3	6.4
4. CNTRL FALLS	1	2	4	1	3	11
	9.1	18.2	36.4	9.1	27.3	11.7
5. NO SM THFLD	0	0	0	1	1	2
	0	0	0	50.0	50.0	2.1
6. WOONSKT	0	2	3	6	3	14
	0	14.3	21.4	42.9	21.4	14.9
7. WARWCK	1	0	0	6	3	10
	10.0	0	0	60.0	30.0	10.6
8. WSTRLY	0	0	0	2	1	3
	0	0	0	66.7	33.3	3.2
9. MDLTWN	1	1	5	11	5	23
	4.3	4.3	21.7	47.8	21.7	24.5
10. NSHORHM	0	0	1	4	0	5
	0	0	20.0	80.0	0	5.3
COLUMN TOTAL	6	9	20	34	25	94
	6.4	9.6	21.3	36.2	26.6	100.0

Item #9. "Rate the quality of the material presented in the training."

A. According to positions

	INONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	0 0	0 0	1 33.3	1 33.3	1 33.3	3 3.2
2. BLDG ADMIN	0 0	0 0	7 29.2	10 41.7	7 29.2	24 25.8
3. SCNDRY TCHR	1 8.3	2 16.7	2 16.7	5 41.7	2 16.7	12 12.9
4. ELEM TCHR	0 0	3 5.6	16 29.6	21 38.9	14 25.9	54 58.1
COLUMN TOTAL	1 1.1	5 5.4	26 28.0	37 39.8	24 25.8	93 100.0

B. According to school districts

	INONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0 0	0 0	2 33.3	2 33.3	2 33.3	6 6.5
2. CRANSTON	0 0	3 21.4	7 50.0	4 28.6	0 0	14 15.1
3. SMTHFLD	0 0	0 0	0 0	2 33.3	4 66.7	6 6.5
4. CNTRL FALLS	1 9.1	1 9.1	3 27.3	4 36.4	2 18.2	11 11.8
5. NO SM THFLD	0 0	0 0	0 0	1 50.0	1 50.0	2 2.2
6. WOONSKT	0 0	1 7.1	4 28.6	6 42.9	3 21.4	14 15.1
7. WARWCK	0 0	0 0	1 10.0	4 40.0	5 50.0	10 10.8
8. WSTRLY	0 0	0 0	0 0	2 66.7	1 33.3	3 3.2
9. MDLTWN	0 0	0 0	8 36.4	8 36.4	6 27.3	22 23.7
10. NSHORHM	0 0	0 0	1 20.0	4 80.0	0 0	5 5.4
COLUMN TOTAL	1 1.1	5 5.4	26 28.0	37 39.8	24 25.8	93 100.0

Item #10. "To what extent were the workshop goals achieved?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	0	0	1	1	1	3
	0	0	33.3	33.3	33.3	3.2
2. BLDG ADMIN	1	2	6	12	3	24
	4.2	8.3	25.0	50.0	12.5	25.8
3. SCNDRY TCHR	1	3	1	5	2	12
	8.3	25.0	8.3	41.7	16.7	12.9
4. ELEM TCHR	0	6	13	20	15	54
	0	11.1	24.1	37.0	27.8	58.1
COLUMN TOTAL	2	11	21	38	21	93
	2.2	11.8	22.6	40.9	22.6	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	0	0	1	3	2	6
	0	0	16.7	50.0	33.3	6.5
2. CRANSTON	0	5	4	4	1	14
	0	35.7	28.6	28.6	7.1	15.1
3. SMTHFLD	0	0	0	4	2	6
	0	0	0	66.7	33.3	6.5
4. CNTRL FALLS	1	3	1	5	1	11
	9.1	27.3	9.1	45.5	9.1	11.8
5. NO SM THFLD	0	0	0	2	0	2
	0	0	0	100.0	0	2.2
6. WOONSKT	0	2	5	3	4	14
	0	14.3	35.7	21.4	28.6	15.1
7. WARWCK	1	1	0	5	3	10
	10.0	10.0	0	50.0	30.0	10.8
8. WSTRLY	0	0	0	3	0	3
	0	0	0	100.0	0	3.2
9. MDLTWN	0	0	6	8	8	22
	0	0	27.3	36.4	36.4	23.7
10. NSHORHM	0	0	4	1	0	5
	0	0	80.0	20.0	0	5.4
COLUMN TOTAL	2	11	21	38	21	93
	2.2	11.8	22.6	40.9	22.6	100.0

Item #11. "To what extent do you think the training addressed itself to some need or problem of yours?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	0	1	1	0	1	3
	0	33.3	33.3	0	33.3	3.2
2. BLDG ADMIN	0	2	7	5	10	24
	0	8.3	29.2	20.8	41.7	25.8
3. SCNDRY TCHR	2	3	2	4	1	12
	16.7	25.0	16.7	33.3	8.3	12.9
4. ELEM TCHR	2	8	11	10	23	54
	3.7	14.8	20.4	18.5	42.6	58.1
COLUMN TOTAL	4	14	21	19	35	93
	4.3	15.1	22.6	20.4	37.6	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	0	1	1	1	3	6
	0	16.7	16.7	16.7	50.0	6.5
2. CRANSTON	3	6	3	1	1	14
	21.4	42.9	21.4	7.1	7.1	15.1
3. SMTHFLD	0	0	1	0	5	6
	0	0	16.7	0	83.3	6.5
4. CNTRL FALLS	1	4	2	0	4	11
	9.1	36.4	18.2	0	36.4	11.8
5. NO SM THFLD	0	0	0	1	1	2
	0	0	0	50.0	50.0	2.2
6. WOONSKT	0	2	4	3	5	14
	0	14.3	28.6	21.4	35.7	15.1
7. WARWCK	0	0	2	5	3	10
	0	0	20.0	50.0	30.0	10.8
8. WSTRLY	0	0	0	2	1	3
	0	0	0	66.7	33.3	3.2
9. MDLTWN	0	1	6	5	10	22
	0	4.5	27.3	22.7	45.5	23.7
10. NSHORHM	0	0	2	1	2	5
	0	0	40.0	20.0	40.0	5.4
COLUMN TOTAL	4	14	21	19	35	93
	4.3	15.1	22.6	20.4	37.6	100.0

Item #12. "Does the problem or need still exist?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	2 66.7	1 33.3	3 3.3
2. BLDG ADMIN	19 79.2	5 20.8	24 26.1
3. SCNDRY TCHR	10 83.3	2 16.7	12 13.0
4. ELEM TCHR	38 71.7	15 28.3	53 57.6
COLUMN TOTAL	69 75.0	23 25.0	92 100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	3 50.0	3 50.0	6 6.5
2. CRANSTON	14 100.0	0 0	14 15.2
3. SMTHFLD	6 100.0	0 0	6 6.5
4. CNTRL FALLS	10 90.9	1 9.1	11 12.0
5. NO SM THFLD	2 100.0	0 0	2 2.2
6. WOONSKT	11 84.6	2 15.4	13 14.1
7. WARWCK	6 60.0	4 40.0	10 10.9
8. WSTRLY	3 100.0	0 0	3 3.3
9. MDLTWN	11 50.0	11 50.0	22 23.9
10. NSHORHM	3 60.0	2 40.0	5 5.4
COLUMN TOTAL	69 75.0	23 25.0	92 100.0

Item #13. "Would you want training in the same area?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	1 33.3	2 66.7	3 3.3
2. BLDG ADMIN	15 62.5	9 37.5	24 26.4
3. SCNDRY TCHR	9 75.0	3 25.0	12 13.2
4. ELEM TCHR	38 73.1	14 26.9	52 57.1
COLUMN TOTAL	63 69.2	28 30.8	91 100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	3 50.0	3 50.0	6 6.6
2. CRANSTON	12 85.7	2 14.3	14 15.4
3. SMTHFLD	3 60.0	2 40.0	5 5.5
4. CNTRL FALLS	7 63.6	4 36.4	11 12.1
5. NO SMTHFLD	2 100.0	0 0	2 2.2
6. WOONSKT	10 76.9	3 23.1	13 14.3
7. WARWCK	6 60.0	4 40.0	10 11.0
8. WSTRLY	3 100.0	0 0	3 3.3
9. MDLTWN	15 68.2	7 31.8	22 24.2
10. NSHORHM	2 40.0	3 60.0	5 5.5
COLUMN TOTAL	63 69.2	28 30.8	91 100.0

Item #14. "Would you want training in some other area?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	3 100.0	0 0	3 3.3
2. BLDG ADMIN	19 79.2	5 20.8	24 26.7
3. SCNDRY TCHR	9 81.8	2 18.2	11 12.2
4. ELEM TCHR	36 69.2	16 30.8	52 57.8
COLUMN TOTAL	67 74.4	23 25.6	90 100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	3 50.0	3 50.0	6 6.7
2. CRANSTON	9 69.2	4 30.8	13 14.4
3. SMTHFLD	5 83.3	1 16.7	6 6.7
4. CNTRL FALLS	10 90.9	1 9.1	11 12.2
5. NO SM THFLD	1 100.0	0 0	1 1.1
6. WOONSKT	8 61.5	5 38.5	13 14.4
7. WARWCK	8 80.0	2 20.0	10 11.1
8. WSTRLY	2 66.7	1 33.3	3 3.3
9. MDLTWN	17 77.3	5 22.7	22 24.4
10. NSHORHM	4 80.0	1 20.0	5 5.6
COLUMN TOTAL	67 74.4	23 25.6	90 100.0

Item #15. "Rate the extent to which you have implemented in your classroom (district/building) the practices provided to you in the workshop?"

A. According to positions

	INONE	LITTLE	SOME	MUCH	VERY MUCH	ROW TOTAL
	1.	2.	3.	4.	5.	
1. CENTRAL ADMIN	1	0	1	0	1	3
	33.3	0	33.3	0	33.3	3.3
2. BLDG ADMIN	1	6	9	7	1	24
	4.2	25.0	37.5	29.2	4.2	26.4
3. SCNDRY TCHR	4	1	2	4	0	11
	36.4	9.1	18.2	36.4	0	12.1
4. ELEM TCHR	2	8	19	16	8	53
	3.8	15.1	35.8	30.2	15.1	58.2
COLUMN TOTAL	8	15	31	27	10	91
	8.8	16.5	34.1	29.7	11.0	100.0

B. According to school districts

	INONE	LITTLE	SOME	MUCH	VERY MUCH	ROW TOTAL
	1.	2.	3.	4.	5.	
1. PROVIDENCE	0	0	2	3	1	6
	0	0	33.3	50.0	16.7	6.6
2. CRANSTON	0	7	4	2	0	13
	0	53.8	30.8	15.4	0	14.3
3. SMTHFLD	3	0	2	1	0	6
	50.0	0	33.3	16.7	0	6.6
4. CNTRL FALLS	4	0	3	3	1	11
	36.4	0	27.3	27.3	9.1	12.1
5. NO SMTHFLD	0	0	1	1	0	2
	0	0	50.0	50.0	0	2.2
6. WOONSKT	0	2	4	7	0	13
	0	15.4	30.8	53.8	0	14.3
7. WARWCK	1	1	5	1	2	10
	10.0	10.0	50.0	10.0	20.0	11.0
8. WSTRLY	0	0	0	3	0	3
	0	0	0	100.0	0	3.3
9. MOLTWN	0	2	9	6	5	22
	0	9.1	40.9	27.3	22.7	24.2
10. NSHORHM	0	3	1	0	1	5
	0	60.0	20.0	0	20.0	5.5
COLUMN TOTAL	8	15	31	27	10	91
	8.8	16.5	34.1	29.7	11.0	100.0

Item #16 (Adminis.) "Have any new curriculum or instructional practices been introduced in your district/building last year?"

A. According to positions

	YES	NO	ROW TOTAL
	1.	2.	
1. CENTRAL ADMIN	10 83.3	2 16.7	12 16.4
2. BLDG ADMIN	51 83.6	10 16.4	61 83.6
COLUMN TOTAL	61 83.6	12 16.4	73 100.0

B. According to school districts

	YES	NO	ROW TOTAL
	1.	2.	
1. PROVIDENCE	6 85.7	1 14.3	7 9.6
2. CRANSTON	10 90.9	1 9.1	11 15.1
3. SMTHFLD	3 50.0	3 50.0	6 8.2
4. CNTRL FALLS	8 100.0	0 0	8 11.0
5. NO SM THFLD	4 100.0	0 0	4 5.5
6. WOONSKT	8 88.9	1 11.1	9 12.3
7. WARWCK	7 77.8	2 22.2	9 12.3
8. WSTRLY	7 87.5	1 12.5	8 11.0
9. MDLTWN	6 66.7	3 33.3	9 12.3
10. NSHORHM	2 100.0	0 0	2 2.7
COLUMN TOTAL	61 83.6	12 16.4	73 100.0

Item #17 (Admins.) "Have student achievement scores as measured by statewide
#16 (Teachers) testing program increased.. this year over last year?"

A. According to positions

	YES	NO	DONT KNOW	ROW TOTAL
	1.	2.	3.	
1. CENTRAL ADMIN	8 66.7	3 25.0	1 8.3	12 3.2
2. BLDG ADMIN	22 34.4	19 29.7	23 35.9	64 17.2
3. SCNDRY TCHR	23 29.5	10 12.8	45 57.7	78 20.9
4. ELEM TCHR	67 30.6	18 8.2	134 61.2	219 58.7
COLUMN TOTAL	120 32.2	50 13.4	203 54.4	373 100.0

B. According to school districts

	YES	NO	DONT KNOW	ROW TOTAL
	1.	2.	3.	
1. PROVIDENCE	9 23.7	2 5.3	27 71.1	38 10.2
2. CRANSTON	23 47.9	7 14.6	18 37.5	48 12.9
3. SMTHFLD	27 61.4	1 2.3	16 36.4	44 11.8
4. CNTRL FALLS	3 9.7	3 9.7	25 80.6	31 8.3
5. NO SM THFLD	19 63.3	1 3.3	10 33.3	30 8.0
6. WOONSKT	9 17.3	6 11.5	37 71.2	52 13.9
7. WARWCK	11 25.0	4 9.1	29 65.9	44 11.8
8. WSTRLY	5 21.7	3 13.0	15 65.2	23 6.2
9. MDLTWN	14 25.5	21 38.2	20 36.4	55 14.7
10. NSHORHN	0 0	2 25.0	6 75.0	8 2.1
COLUMN TOTAL	120 32.2	50 13.4	203 54.4	373 100.0

Item #18 (Adminis.) #17 (Teachers) "Have student achievement scores as measured by the standardized tests other than the statewide testing program increased ... this year over last year?"

A. According to positions

	YES 1.	NO 2.	DONT KNOW 3.	ROW TOTAL
1. CENTRAL ADMIN	3	5	3	11
	27.3	45.5	27.3	2.9
2. BLDG ADMIN	21	19	23	63
	33.3	30.2	36.5	16.8
3. SCNDRY TCHR	4	10	68	82
	4.9	12.2	82.9	21.9
4. ELEM TCHR	34	13	172	219
	15.5	5.9	78.5	58.4
COLUMN TOTAL	62	47	266	375
	16.5	12.5	70.9	100.0

B. According to school districts

	YES 1.	NO 2.	DONT KNOW 3.	ROW TOTAL
1. PROVIDENCE	15	2	21	38
	39.5	5.3	55.3	10.1
2. CRANSTON	15	7	26	48
	31.3	14.6	54.2	12.8
3. SMTHFLD	5	6	32	43
	11.6	14.0	74.4	11.5
4. CNTRL FALLS	1	2	28	31
	3.2	6.5	90.3	8.3
5. NO SMTHFLD	1	2	26	29
	3.4	6.9	89.7	7.7
6. WOONSKT	5	4	42	51
	9.8	7.8	82.4	13.6
7. WARWCK	6	5	42	53
	11.3	9.4	79.2	14.1
8. WSTRLY	4	4	14	22
	18.2	18.2	63.6	5.9
9. MDLTWN	10	14	28	52
	19.2	26.9	53.8	13.9
10. NSHORHM	0	1	7	8
	0	12.5	87.5	2.1
COLUMN TOTAL	62	47	266	375
	16.5	12.5	70.9	100.0

Item #19 (Adminis.) / #18 (Teachers) "In your district(classroom), do teachers structure lessons so that different students of the same age or grade work toward different learning objectives?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	0	2	4	5	1	12
	0	16.7	33.3	41.7	8.3	3.2
2. BLDG ADMIN	0	2	16	31	17	66
	0	3.0	24.2	47.0	25.8	17.5
3. SCNDRY TCHR	6	14	28	19	10	77
	7.8	18.2	36.4	24.7	13.0	20.4
4. ELEM TCHR	3	13	52	64	90	222
	1.4	5.9	23.4	28.8	40.5	58.9
COLUMN TOTAL	9	31	100	119	118	377
	2.4	8.2	26.5	31.6	31.3	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	1	2	7	11	15	36
	2.8	5.6	19.4	30.6	41.7	9.5
2. CRANSTON	1	2	10	19	16	48
	2.1	4.2	20.8	39.6	33.3	12.7
3. SMTHFLD	1	4	20	10	7	42
	2.4	9.5	47.6	23.8	16.7	11.1
4. CNTRL FALLS	2	6	11	5	7	31
	6.5	19.4	35.5	16.1	22.6	8.2
5. NO SM THFLD	1	6	9	3	11	30
	3.3	20.0	30.0	10.0	36.7	8.0
6. WOONSKT	0	0	10	25	18	53
	0	0	18.9	47.2	34.0	14.1
7. WARWCK	2	5	9	18	21	55
	3.6	9.1	16.4	32.7	38.2	14.6
8. WSTRLY	1	2	7	6	7	23
	4.3	8.7	30.4	26.1	30.4	6.1
9. MDLTWN	0	3	15	19	14	51
	0	5.9	29.4	37.3	27.5	13.5
10. NSHORHM	0	1	2	3	2	8
	0	12.5	25.0	37.5	25.0	2.1
COLUMN TOTAL	9	31	100	119	118	377
	2.4	8.2	26.5	31.6	31.3	100.0

Item # 20 (Adminis.)
19 (Teachers)

"In your district(classroom) do teachers structure lessons so that different students can advance toward the same learning objectives at different rates of speed?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	0	0	5	5	2	12
	0	0	41.7	41.7	16.7	3.2
2. BLDG ADMIN	0	3	12	26	25	66
	0	4.5	18.2	39.4	37.9	17.4
3. SCNDRY TCHR	6	11	27	19	15	78
	7.7	14.1	34.6	24.4	19.2	20.6
4. ELEM TCHR	0	10	29	70	114	223
	0	4.5	13.0	31.4	51.1	58.8
COLUMN TOTAL	6	24	73	120	156	379
	1.6	6.3	19.3	31.7	41.2	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0	1	5	11	19	36
	0	2.8	13.9	30.6	52.8	9.5
2. CRANSTON	1	1	5	20	22	49
	2.0	2.0	10.2	40.8	44.9	12.9
3. SMTHFLD	1	6	20	8	8	43
	2.3	14.0	46.5	18.6	18.6	11.3
4. CNTRL FALLS	2	3	9	4	13	31
	6.5	9.7	29.0	12.9	41.9	8.2
5. NO SM THFLD	0	2	7	8	13	30
	0	6.7	23.3	26.7	43.3	7.9
6. WOONSKT	0	1	9	22	20	52
	0	1.9	17.3	42.3	38.5	13.7
7. WARWCK	1	3	7	15	29	55
	1.8	5.5	12.7	27.3	52.7	14.5
8. WSTRLY	1	3	5	9	5	23
	4.3	13.0	21.7	39.1	21.7	6.1
9. MDLTWN	0	3	5	19	25	52
	0	5.8	9.6	36.5	48.1	13.7
10. NSHORHM	0	1	1	4	2	8
	0	12.5	12.5	50.0	25.0	2.1
COLUMN TOTAL	6	24	73	120	156	379
	1.6	6.3	19.3	31.7	41.2	100.0

Item #21 (Adminis.) "In your district(classroom) do teachers structure lessons
#22 (Teachers) so that students work toward the same learning objectives using different equipment, materials or activities?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	0	0	4	6	2	12
	0	0	33.3	50.0	16.7	3.2
2. BLDG ADMIN	1	5	15	29	16	66
	1.5	7.6	22.7	43.9	24.2	17.4
3. SCNDRY TCHR	8	21	24	16	9	78
	10.3	25.9	30.8	20.5	11.5	20.6
4. ELEM TCHR	3	20	44	76	80	223
	1.3	9.0	19.7	34.1	35.9	58.8
COLUMN TOTAL	12	46	87	127	107	379
	3.2	12.1	23.0	33.5	28.2	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0	2	6	11	17	36
	0	5.6	16.7	30.6	47.2	9.5
2. CRANSTON	2	2	9	19	17	49
	4.1	4.1	18.4	38.8	34.7	12.9
3. SMTHFLD	1	11	15	9	7	43
	2.3	25.6	34.9	20.9	16.3	11.3
4. CNTRL FALLS	1	5	8	9	8	31
	3.2	16.1	25.8	29.0	25.8	8.2
5. NO SM THFLD	2	3	8	11	6	30
	6.7	10.0	26.7	36.7	20.0	7.9
6. WOONSKT	0	5	10	27	10	52
	0	9.6	19.2	51.9	19.2	13.7
7. WARWCK	2	6	14	12	21	55
	3.6	10.9	25.5	21.8	38.2	14.5
8. WSTRLY	2	7	2	7	5	23
	8.7	30.4	8.7	30.4	21.7	6.1
9. MDLTWN	1	5	13	19	14	52
	1.9	9.6	25.0	36.5	26.9	13.7
10. NSHORHM	1	0	2	3	2	8
	12.5	0	25.0	37.5	25.0	2.1
COLUMN TOTAL	12	46	87	127	107	379
	3.2	12.1	23.0	33.5	28.2	100.0

Item # 22 (Adminis.) "In your district(classroom) do teachers assess the
21 (Teachers) level of students' performance?"

A. According to positions

	INONE	LITTLE	SOME	MUCH	VERY MUC H	ROW TOTAL
	1.	2.	3.	4.	5.	
1. CENTRAL ADMIN	0	0	2	4	6	12
	0	0	16.7	33.3	50.0	3.2
2. BLDG ADMIN	0	1	7	15	43	66
	0	1.5	10.6	22.7	65.2	17.4
3. SCNDRY TCHR	3	2	10	13	49	77
	3.9	2.6	13.0	16.9	63.6	20.3
4. ELEM TCHR	0	2	17	42	163	224
	0	.9	7.6	18.8	72.8	59.1
COLUMN TOTAL	3	5	36	74	261	379
	.8	1.3	9.5	19.5	68.9	100.0

B. According to school districts

	INONE	LITTLE	SOME	MUCH	VERY MUC H	ROW TOTAL
	1.	2.	3.	4.	5.	
1. PROVIDENCE	0	0	1	8	27	36
	0	0	2.8	22.2	75.0	9.5
2. CRANSTON	0	1	4	10	34	49
	0	2.0	8.2	20.4	69.4	12.9
3. SMTHFLD	0	1	2	6	34	43
	0	2.3	4.7	14.0	79.1	11.3
4. CNTRL FALLS	0	2	4	7	18	31
	0	6.5	12.9	22.6	58.1	8.2
5. NO SM THFLD	0	0	1	5	24	30
	0	0	3.3	16.7	80.0	7.9
6. WOONSKT	0	0	10	13	29	52
	0	0	19.2	25.0	55.8	13.7
7. WARWCK	1	0	2	12	40	55
	1.8	0	3.6	21.8	72.7	14.5
8. WSTRLY	1	1	3	4	14	23
	4.3	4.3	13.0	17.4	60.9	6.1
9. MDLTWN	1	0	7	5	39	52
	1.9	0	13.5	9.6	75.0	13.7
10. NSHORHM	0	0	2	4	2	8
	0	0	25.0	50.0	25.0	2.1
COLUMN TOTAL	3	5	36	74	261	379
	.8	1.3	9.5	19.5	68.9	100.0

Item #23 (Adminis.)
#22 (Teachers)

"Some people have said that the above 4 statements taken together comprise what is called individualized instruction. To what extent does [this] exist?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	0	3	3	3	3	12
	0	25.0	25.0	25.0	25.0	3.2
2. BLDG ADMIN	0	5	14	32	13	64
	0	7.8	21.9	50.0	20.3	17.0
3. SCNDRY TCHR	2	20	34	7	15	78
	2.6	25.6	43.6	9.0	19.2	20.7
4. ELEM TCHR	1	9	62	86	64	222
	.5	4.1	27.9	38.7	28.8	59.0
COLUMN TOTAL	3	37	113	128	95	376
	.8	9.8	30.1	34.0	25.3	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0	1	4	18	12	35
	0	2.9	11.4	51.4	34.3	9.3
2. CRANSTON	0	4	8	24	11	47
	0	8.5	17.0	51.1	23.4	12.5
3. SMTHFLD	0	7	21	8	7	43
	0	16.3	48.8	18.6	16.3	11.4
4. CNTRL FALLS	1	7	7	11	5	31
	3.2	22.6	22.6	35.5	16.1	8.2
5. NO SM THFLD	0	2	13	3	12	30
	0	6.7	43.3	10.0	40.0	8.0
6. WOONSKT	1	2	19	19	11	52
	1.9	3.8	36.5	36.5	21.2	13.8
7. WARWCK	1	6	18	22	8	55
	1.8	10.9	32.7	40.0	14.5	14.6
8. WSTRLY	0	5	7	3	8	23
	0	21.7	30.4	13.0	34.8	6.1
9. MDLTWN	0	2	16	15	19	52
	0	3.8	30.8	28.8	36.5	13.8
10. NSHORH4	0	1	0	5	2	8
	0	12.5	0	62.5	25.0	2.1
COLUMN TOTAL	3	37	113	128	95	376
	.8	9.8	30.1	34.0	25.3	100.0

Item #23 (Teachers) "Is there more individualized instruction this year than last in your classroom?"

A. According to positions

	YES 1.	NO 2.	4.	5.	ROW TOTAL
2. BLDG ADMIN	0 0	1 50.0	1 50.0	0 0	2 .7
3. SCNDRY TCHR	40 53.3	34 45.3	0 0	1 1.3	75 25.9
4. ELEM TCHR	131 61.5	82 38.5	0 0	0 0	213 73.4
COLUMN TOTAL	171 59.0	117 40.3	1 .3	1 .3	290 100.0

B. According to school districts

	YES 1.	NO 2.	4.	5.	ROW TOTAL
1. PROVIDENCE	19 67.9	8 28.6	1 3.6	0 0	28 9.7
2. CRANSTON	12 33.3	24 66.7	0 0	0 0	36 12.4
3. SMTHFLD	22 61.1	14 38.9	0 0	0 0	36 12.4
4. CNTRL FALLS	12 60.0	8 40.0	0 0	0 0	20 6.9
5. NO SM THFLD	16 69.6	7 30.4	0 0	0 0	23 7.9
6. WOONSKT	26 65.0	14 35.0	0 0	0 0	40 13.8
7. WARWCK	23 50.0	23 50.0	0 0	0 0	46 15.9
8. WSTRLY	6 42.9	7 50.0	0 0	1 7.1	14 4.8
9. MDLTWN	33 78.6	9 21.4	0 0	0 0	42 14.5
10. NSHORHM	2 40.0	3 60.0	0 0	0 0	5 1.7
COLUMN TOTAL	171 59.0	117 40.3	1 .3	1 .3	290 100.0

Item #24. "Is there more individualized instruction this year than last in your district/building?"

A. According to positions

	YES 1.	NO 2.	4.	5.	ROW TOTAL
1. CENTRAL ADMIN	8	4	0	0	12
	66.7	33.3	0	0	3.8
2. BLDG ADMIN	42	21	0	0	63
	66.7	33.3	0	0	20.1
3. SCNDRY TCHR	37	27	1	1	66
	56.1	40.9	1.5	1.5	21.0
4. ELEM TCHR	123	50	0	0	173
	71.1	28.9	0	0	55.1
COLUMN TOTAL	210	102	1	1	314
	66.9	32.5	.3	.3	100.0

B. According to school districts

	YES 1.	NO 2.	4.	5.	ROW TOTAL
0	0	0	0	0	9
	0	0	0	0	2.9
1. PROVIDENCE	21	10	0	0	31
	67.7	32.3	0	0	9.9
2. CRANSTON	21	19	0	0	40
	52.5	47.5	0	0	12.7
3. SMTHFLD	24	5	0	0	29
	82.8	17.2	0	0	9.2
4. CNTRL FALLS	23	7	0	0	30
	76.7	23.3	0	0	9.6
5. NO SM THFLD	16	6	0	0	22
	72.7	27.3	0	0	7.0
6. WOONSKT	25	13	1	0	39
	64.1	33.3	2.6	0	12.4
7. WARWCK	30	20	0	0	50
	60.0	40.0	0	0	15.9
8. WSTRLY	12	10	0	1	23
	52.2	43.5	0	4.3	7.3
9. MDLTWN	36	0	0	0	36
	100.0	0	0	0	11.5
10. NSHORHM	2	3	0	0	5
	40.0	60.0	0	0	1.6
COLUMN TOTAL	210	102	1	1	314
	66.9	32.5	.3	.3	100.0

Item # 25. "To what extent does your staff develop precise and measurable goal statements for growth in cognitive knowledge for students?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRA_ ADMIN	1 8.3	2 16.7	2 16.7	5 41.7	2 16.7	12 3.2
2. BLDG ADMIN	3 4.5	11 16.7	25 37.9	17 25.8	10 15.2	66 17.6
3. SCNDRY TCHR	2 2.6	7 9.1	27 35.1	29 37.7	12 15.6	77 20.5
4. ELEM TCHR	8 3.6	17 7.7	60 27.3	82 37.3	53 24.1	220 58.7
COLUMN TOTAL	14 3.7	37 9.9	114 30.4	133 35.5	77 20.5	375 100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	0 0	5 13.9	10 27.8	12 33.3	9 25.0	36 9.6
2. CRANSTON	0 0	6 13.0	16 34.8	16 34.8	8 17.4	46 12.3
3. SMTHFLD	1 2.4	7 16.7	8 19.0	19 45.2	7 16.7	42 11.2
4. CNTRL FALLS	2 6.5	6 19.4	5 16.1	13 41.9	5 16.1	31 8.3
5. NO SM THFLD	5 16.7	3 10.0	12 40.0	4 13.3	6 20.0	30 8.0
6. WOONSKT	2 3.9	3 5.9	24 47.1	16 31.4	6 11.8	51 13.6
7. WARWCK	2 3.6	2 3.6	13 23.2	26 46.4	13 23.2	56 14.9
8. WSTRLY	1 4.3	1 4.3	7 30.4	6 26.1	8 34.8	23 6.1
9. MDLTWN	1 1.9	3 5.8	17 32.7	17 32.7	14 26.9	52 13.9
10. NSHORHM	0 0	1 12.5	2 25.0	4 50.0	1 12.5	8 2.1
COLUMN TOTAL	14 3.7	37 9.9	114 30.4	133 35.5	77 20.5	375 100.0

Item #26. "To what extent does your staff develop precise and measurable goal statements for growth in affective areas for students in your school

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	2 16.7	3 25.0	2 16.7	4 33.3	1 8.3	12 3.2
2. BLDG ADMIN	6 9.1	18 27.3	27 40.9	12 18.2	3 4.5	66 17.7
3. SCNDRY TCHR	6 8.0	10 13.3	35 46.7	16 21.3	8 10.7	75 20.1
4. ELEM TCHR	12 5.5	23 10.5	71 32.3	75 34.1	39 17.7	220 59.0
COLUMN TOTAL	26 7.0	54 14.5	135 36.2	107 28.7	51 13.7	373 100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	2 5.6	5 13.9	15 41.7	7 19.4	7 19.4	36 9.7
2. CRANSTON	5 10.6	5 10.6	15 31.9	17 36.2	5 10.6	47 12.6
3. SMTHFLD	5 11.9	7 16.7	17 40.5	10 23.8	3 7.1	42 11.3
4. CNTRL FALLS	2 6.5	7 22.6	8 25.8	10 32.3	4 12.9	31 8.3
5. NO SM THFLD	3 10.0	5 16.7	14 46.7	7 23.3	1 3.3	30 8.0
6. WOONSKT	0 0	6 12.2	21 42.9	15 30.6	7 14.3	49 13.1
7. WARWCK	3 5.4	7 12.5	16 28.6	19 33.9	11 19.6	56 15.0
8. WSTRLY	3 13.0	5 21.7	8 34.8	5 21.7	2 8.7	23 6.2
9. MDLTWN	3 5.9	7 13.7	18 35.3	13 25.5	10 19.6	51 13.7
10. NSHORHM	0 0	0 0	3 37.5	4 50.0	1 12.5	8 2.1
COLUMN TOTAL	26 7.0	54 14.5	135 36.2	107 28.7	51 13.7	373 100.0

Item #27-(Adminis.) "To what extent does your district/building develop clear and measurable goal statements for all students to attain before graduation?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	2	0	4	4	2	12
	16.7	0	33.3	33.3	16.7	16.2
2. BLDG ADMIN	5	12	15	19	10	61
	8.2	19.7	24.6	31.1	16.4	82.4
4. ELEM TCHR	0	0	1	0	0	1
	0	0	100.0	0	0	1.4
COLUMN TOTAL	7	12	20	23	12	74
	9.5	16.2	27.0	31.1	16.2	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	1	1	4	1	2	9
	11.1	11.1	44.4	11.1	22.2	12.2
2. CRANSTON	1	0	2	4	1	8
	12.5	0	25.0	50.0	12.5	10.8
3. SMTHFLD	0	2	3	1	1	7
	0	28.6	42.9	14.3	14.3	9.5
4. CNTRL FALLS	2	2	1	4	0	9
	22.2	22.2	11.1	44.4	0	12.2
5. NO SM THFLD	0	0	1	1	2	4
	0	0	25.0	25.0	50.0	5.4
6. WOONSKT	0	4	3	2	0	9
	0	44.4	33.3	22.2	0	12.2
7. WARWCK	1	0	1	5	2	9
	11.1	0	11.1	55.6	22.2	12.2
8. WSTRLY	2	1	2	3	0	8
	25.0	12.5	25.0	37.5	0	10.8
9. MDLTWN	0	2	2	2	3	9
	0	22.2	22.2	22.2	33.3	12.2
10. NSHORHM	0	0	1	0	1	2
	0	0	50.0	0	50.0	2.7
COLUMN TOTAL	7	12	20	23	12	74
	9.5	16.2	27.0	31.1	16.2	100.0

Item # 28 (Adminis.) "The previous 3 items are often collectively called 'performance goals & objectives.' Does your district/ building implement such a broad program?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	1	3	3	4	1	12
	8.3	25.0	25.0	33.3	8.3	15.8
2. BLDG ADMIN	2	15	19	19	9	64
	3.1	23.4	29.7	29.7	14.1	84.2
COLUMN TOTAL	3	18	22	23	10	76
	3.9	23.7	28.9	30.3	13.2	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0	2	2	3	2	9
	0	22.2	22.2	33.3	22.2	11.8
2. CRANSTON	0	1	5	2	3	11
	0	9.1	45.5	18.2	27.3	14.5
3. SMTHFLD	1	4	2	0	0	7
	14.3	57.1	28.6	0	0	9.2
4. CNTRL FALLS	1	3	3	2	0	9
	11.1	33.3	33.3	22.2	0	11.8
5. NO SM THFLD	0	1	0	2	1	4
	0	25.0	0	50.0	25.0	5.3
6. WOONSKT	1	2	1	4	0	8
	12.5	25.0	12.5	50.0	0	10.5
7. WARWCK	0	0	4	5	0	9
	0	0	44.4	55.6	0	11.8
8. WSTRLY	0	4	1	2	1	8
	0	50.0	12.5	25.0	12.5	10.5
9. MDLTWN	0	1	3	3	2	9
	0	11.1	33.3	33.3	22.2	11.8
10. NSHORHM	0	0	1	0	1	2
	0	0	50.0	0	50.0	2.6
COLUMN TOTAL	3	18	22	23	10	76
	3.9	23.7	28.9	30.3	13.2	100.0

Item #29 (Adminis.) "To what extent does your district/building identify the wishes and aspirations of students attending the school?'

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	0	1	6	5	0	12
	0	8.3	50.0	41.7	0	15.8
2. BLDG ADMIN	1	11	19	21	12	64
	1.6	17.2	29.7	32.8	18.8	84.2
COLUMN TOTAL	1	12	25	26	12	76
	1.3	15.8	32.9	34.2	15.8	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	1	1	3	2	2	9
	11.1	11.1	33.3	22.2	22.2	11.8
2. CRANSTON	0	2	2	6	1	11
	0	18.2	18.2	54.5	9.1	14.5
3. SMTHFLD	0	0	3	4	0	7
	0	0	42.9	57.1	0	9.2
4. CNTRL FALLS	0	3	6	0	0	9
	0	33.3	66.7	0	0	11.8
5. NO SM THFLD	0	1	1	0	2	4
	0	25.0	25.0	0	50.0	5.3
6. WOONSKT	0	1	1	6	0	8
	0	12.5	12.5	75.0	0	10.5
7. WARWCK	0	0	3	3	3	9
	0	0	33.3	33.3	33.3	11.8
8. WSTRLY	0	2	3	1	2	8
	0	25.0	37.5	12.5	25.0	10.5
9. MDLTWN	0	2	3	3	1	9
	0	22.2	33.3	33.3	11.1	11.8
10. NSHORHM	0	0	0	1	1	2
	0	0	0	50.0	50.0	2.6
COLUMN TOTAL	1	12	25	26	12	76
	1.3	15.8	32.9	34.2	15.8	100.0

Item # 3C (Adminis.) "To what extent does your district/building identify the educational goals that parents desire the school to address?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. CENTRAL ADMIN	1	1	6	2	2	12
	8.3	8.3	50.0	16.7	16.7	15.8
2. BLDG ADMIN	1	8	13	26	16	64
	1.6	12.5	20.3	40.6	25.0	84.2
COLUMN TOTAL	2	9	19	28	18	76
	2.6	11.8	25.0	36.8	23.7	100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUCH 5.	ROW TOTAL
1. PROVIDENCE	0	2	1	2	4	9
	0	22.2	11.1	22.2	44.4	11.8
2. CRANSTON	0	1	2	6	2	11
	0	9.1	18.2	54.5	18.2	14.5
3. SMTHFLD	1	0	2	4	0	7
	14.3	0	28.6	57.1	0	9.2
4. CNTRL FALLS	0	2	6	1	0	9
	0	22.2	66.7	11.1	0	11.8
5. NO SM THFLD	0	1	0	0	3	4
	0	25.0	0	0	75.0	5.3
6. WOONSKT	0	1	1	5	1	8
	0	12.5	12.5	62.5	12.5	10.5
7. WARWCK	0	2	2	1	4	9
	0	22.2	22.2	11.1	44.4	11.8
8. WSTRLY	1	0	1	4	2	8
	12.5	0	12.5	50.0	25.0	10.5
9. MDLTWN	0	0	2	5	2	9
	0	0	22.2	55.6	22.2	11.8
10. NSHORHM	0	0	2	0	0	2
	0	0	100.0	0	0	2.6
COLUMN TOTAL	2	9	19	28	18	76
	2.6	11.8	25.0	36.8	23.7	100.0

Item # 31 (Adminis.) "To what extent does your district/building identify the educational goals that professional staff desire the school(s) to address?"

A. According to positions

	INONE	LITTLE	SOME	MUCH	VERY MUC H	ROW TOTAL
	1.	2.	3.	4.	5.	
1. CENTRAL ADMIN	0 0	0 0	5 41.7	5 41.7	2 16.7	12 15.8
2. BLDG ADMIN	1 1.6	1 1.6	11 17.2	28 43.8	23 35.9	64 84.2
COLUMN TOTAL	1 1.3	1 1.3	16 21.1	33 43.4	25 32.9	76 100.0

B. According to school districts

	INONE	LITTLE	SOME	MUCH	VERY MUC H	ROW TOTAL
	1.	2.	3.	4.	5.	
1. PROVIDENCE	1 11.1	0 0	1 11.1	3 33.3	4 44.4	9 11.8
2. CRANSTON	0 0	0 0	1 9.1	8 72.7	2 18.2	11 14.5
3. SMTHFLD	0 0	0 0	1 14.3	5 71.4	1 14.3	7 9.2
4. CNTRL FALLS	0 0	0 0	7 77.8	2 22.2	0 0	9 11.8
5. NO SM THFLD	0 0	0 0	1 25.0	0 0	3 75.0	4 5.3
6. WOONSKT	0 0	0 0	2 25.0	5 62.5	1 12.5	8 10.5
7. WARWCK	0 0	1 11.1	1 11.1	3 33.3	4 44.4	9 11.8
8. WSTRLY	0 0	0 0	1 12.5	3 37.5	4 50.0	8 10.5
9. MDLTWN	0 0	0 0	0 0	4 44.4	5 55.6	9 11.8
10. NSHORHM	0 0	0 0	1 50.0	0 0	1 50.0	2 2.6
COLUMN TOTAL	1 1.3	1 1.3	16 21.1	33 43.4	25 32.9	76 100.0

Item # 32 (Adminis.) "To what extent does your district/building identify the local community needs that the school programs might aim at?"

A. According to positions

	1.LITTLE	2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	1	3	8	0		12
	8.3	25.0	66.7	0		15.8
2. BLDG ADMIN	10	10	26	18		64
	15.6	15.6	40.6	28.1		84.2
COLUMN TOTAL	11	13	34	18		76
	14.5	17.1	44.7	23.7		100.0

B. According to school districts

	1.LITTLE	2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	1	1	3	4		9
	11.1	11.1	33.3	44.4		11.8
2. CRANSTON	1	0	7	3		11
	9.1	0	63.6	27.3		14.5
3. SMTHFLD	1	2	4	0		7
	14.3	28.6	57.1	0		9.2
4. CNTRL FALLS	3	4	2	0		9
	33.3	44.4	22.2	0		11.8
5. NO SM THFLD	0	1	2	1		4
	0	25.0	50.0	25.0		5.3
6. WOONSKT	1	2	4	1		8
	12.5	25.0	50.0	12.5		10.5
7. WARWCK	2	2	3	2		9
	22.2	22.2	33.3	22.2		11.8
8. WSTRLY	1	0	4	3		8
	12.5	0	50.0	37.5		10.5
9. MOLTWN	1	0	5	3		9
	11.1	0	55.6	33.3		11.8
10. NSHORHM	0	1	0	1		2
	0	50.0	0	50.0		2.6
COLUMN TOTAL	11	13	34	18		76
	14.5	17.1	44.7	23.7		100.0

Item # 33 (Adminis.) "To what extent does your district/building develop priorities for the educational goals deemed important by all groups mentioned in the last four items?"

A. According to positions

	NONE 1	LITTLE 2	SOME 3	MUCH 4	VERY MUCH 5	ROW TOTAL
1. CENTRAL ADMIN	1	0	4	6	1	12
	8.3	0	33.3	50.0	8.3	15.8
2. BLDG ADMIN	0	2	19	25	18	64
	0	3.1	29.7	39.1	28.1	84.2
COLUMN TOTAL	1	2	23	31	19	76
	1.3	2.6	30.3	40.8	25.0	100.0

B. According to school districts

	NONE 1	LITTLE 2	SOME 3	MUCH 4	VERY MUCH 5	ROW TOTAL
1. PROVIDENCE	0	0	1	4	4	9
	0	0	11.1	44.4	44.4	11.8
2. CRANSTON	0	0	1	5	5	11
	0	0	9.1	45.5	45.5	14.5
3. SMTHFLD	1	0	4	2	0	7
	14.3	0	57.1	28.6	0	9.2
4. CNTRL FALLS	0	0	7	2	0	9
	0	0	77.8	22.2	0	11.8
5. NO SMTHFLD	0	0	1	0	3	4
	0	0	25.0	0	75.0	5.3
6. WOONSKT	0	1	2	5	0	8
	0	12.5	25.0	62.5	0	10.5
7. WARWCK	0	1	1	6	1	9
	0	11.1	11.1	66.7	11.1	11.8
8. WSTRLY	0	0	2	3	3	8
	0	0	25.0	37.5	37.5	10.5
9. MDLTWN	0	0	3	3	3	9
	0	0	33.3	33.3	33.3	11.8
10. NSHORHM	0	0	1	1	0	2
	0	0	50.0	50.0	0	2.6
COLUMN TOTAL	1	2	23	31	19	76
	1.3	2.6	30.3	40.8	25.0	100.0

Item # 34 (Adminis.) "Some people have said that the above 5 statements taken together comprise what is called 'needs assessment.' To what extent does your district/building conduct such a comprehensive needs assessment?"

A. According to positions

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRAL ADMIN	1 8.3	2 16.7	3 25.0	4 33.3	2 16.7	12 16.2
2. BLDG ADMIN	3 4.8	7 11.3	14 22.6	26 41.9	12 19.4	62 83.8
COLUMN TOTAL	4 5.4	9 12.2	17 23.0	30 40.5	14 18.9	74 100.0

B. According to school districts

	NONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	0 0	1 11.1	0 0	3 33.3	5 55.6	9 12.2
2. CRANSTON	1 9.1	2 18.2	1 9.1	5 45.5	2 18.2	11 14.9
3. SMTHFLD	1 14.3	0 0	4 57.1	2 28.6	0 0	7 9.5
4. CNTRL FALLS	0 0	1 14.3	5 71.4	1 14.3	0 0	7 9.5
5. NO SM THFLD	0 0	1 25.0	0 0	2 50.0	1 25.0	4 5.4
6. WOONSKT	1 12.5	0 0	2 25.0	4 50.0	1 12.5	8 10.8
7. WARWCK	0 0	2 22.2	3 33.3	4 44.4	0 0	9 12.2
8. WSTRLY	1 12.5	1 12.5	1 12.5	3 37.5	2 25.0	8 10.8
9. MDLTWN	0 0	0 0	0 0	6 66.7	3 33.3	9 12.2
10. NSHORHM	0 0	1 50.0	1 50.0	0 0	0 0	2 2.7
COLUMN TOTAL	4 5.4	9 12.2	17 23.0	30 40.5	14 18.9	74 100.0

Item #35 (Adminis.) "Have you made more attempts this year to gain access to non-local financial support for your district/building than last year?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	11	1	12
	91.7	8.3	16.0
2. BLDG ADMIN	33	30	63
	52.4	47.6	84.0
COLUMN TOTAL	44	31	75
	58.7	41.3	100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	5	4	9
	55.6	44.4	12.0
2. CRANSTON	6	5	11
	54.5	45.5	14.7
3. SMTHFLD	5	2	7
	71.4	28.6	9.3
4. CNTRL FALLS	7	1	8
	87.5	12.5	10.7
5. NO SM THFLD	3	1	4
	75.0	25.0	5.3
6. WOONSKT	6	2	8
	75.0	25.0	10.7
7. WARWCK	5	4	9
	55.6	44.4	12.0
8. WSTRLY	3	5	8
	37.5	62.5	10.7
9. MDLTWN	4	5	9
	44.4	55.6	12.0
10. NSHORHM	0	2	2
	0	100.0	2.7
COLUMN TOTAL	44	31	75
	58.7	41.3	100.0

Item # 36 (Adminis.) "Have you received more non-local financial support for your district/building programs this year than last?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	8	2	10
	80.0	20.0	14.1
2. BLDG ADMIN	30	31	61
	49.2	50.8	85.9
COLUMN TOTAL	38	33	71
	53.5	46.5	100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	6	3	9
	66.7	33.3	12.7
2. CRANSTON	3	7	10
	30.0	70.0	14.1
3. SMTHFLD	5	2	7
	71.4	28.6	9.9
4. CNTRL FALLS	8	0	8
	100.0	0	11.3
5. NO SM THFLD	4	0	4
	100.0	0	5.6
6. WOONSKT	4	3	7
	57.1	42.9	9.9
7. WARWCK	2	5	7
	28.6	71.4	9.9
8. WSTRLY	4	4	8
	50.0	50.0	11.3
9. MDLTWN	2	7	9
	22.2	77.8	12.7
10. NSHORHM	0	2	2
	0	100.0	2.8
COLUMN TOTAL	38	33	71
	53.5	46.5	100.0

Item #37 (Adminis.) "Have local funds been used to implement any practice or program introduced to you by the BTA, RITC, EIC, or ALC?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	10	2	12
	83.3	16.7	16.0
2. BLDG ADMIN	25	38	63
	39.7	60.3	84.0
COLUMN TOTAL	35	40	75
	46.7	53.3	100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	4	5	9
	44.4	55.6	12.0
2. CRANSTON	3	8	11
	27.3	72.7	14.7
3. SMTHFLD	3	4	7
	42.9	57.1	9.3
4. CNTRL FALLS	5	3	8
	62.5	37.5	10.7
5. NO SM THFLD	4	0	4
	100.0	0	5.3
6. WOONSKT	6	2	8
	75.0	25.0	10.7
7. WARWCK	2	7	9
	22.2	77.8	12.0
8. WSTRLY	2	6	8
	25.0	75.0	10.7
9. MDLTWN	4	5	9
	44.4	55.6	12.0
10. NSHORHM	2	0	2
	100.0	0	2.7
COLUMN TOTAL	35	40	75
	46.7	53.3	100.0

Item #38 (Adminis.) #27 (Teachers) "Are you aware that the Regents have provided to each district within the state the option of using 1/2 day a week for staff development?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	11 91.7	1 8.3	12 3.1
2. BLDG ADMIN	51 78.5	14 21.5	65 16.8
3. SCNDRY TCHR	36 42.4	49 57.6	85 22.0
4. ELEM TCHR	86 38.2	139 61.8	225 58.1
COLUMN TOTAL	184 47.5	203 52.5	387 100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	29 78.4	8 21.6	37 9.6
2. CRANSTON	16 33.3	32 66.7	48 12.4
3. SMTHFLD	22 50.0	22 50.0	44 11.4
4. CNTRL FALLS	15 50.0	15 50.0	30 7.8
5. NO SM THFLD	18 60.0	12 40.0	30 7.8
6. WOONSKT	30 52.6	27 47.4	57 14.7
7. WARWCK	16 28.6	40 71.4	56 14.5
8. WSTRLY	12 52.2	11 47.8	23 5.9
9. MDLTWN	20 37.0	34 63.0	54 14.0
10. NSHORHM	6 75.0	2 25.0	8 2.1
COLUMN TOTAL	184 47.5	203 52.5	387 100.0

Item # 39 (Adminis.) "During the past school year, has your school used the
28 (Teachers) half-day per week staff development rule?"

A. According to positions

	INONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. CENTRA_ ADMIN	5	1	5	0	1	12
	41.7	8.3	41.7	0	8.3	3.1
2. BLDG ADMIN	41	3	15	5	1	65
	63.1	4.6	23.1	7.7	1.5	16.8
3. SCNDRY TCHR	55	6	23	1	0	85
	64.7	7.1	27.1	1.2	0	22.0
4. ELEM TCHR	160	27	37	0	1	225
	71.1	12.0	16.4	0	.4	58.1
COLUMN TOTAL	261	37	80	6	3	387
	67.4	9.6	20.7	1.6	.8	100.0

B. According to school districts

	INONE 1.	LITTLE 2.	SOME 3.	MUCH 4.	VERY MUC H 5.	ROW TOTAL
1. PROVIDENCE	8	5	22	3	0	38
	21.1	13.2	57.9	7.9	0	9.8
2. CRANSTON	45	2	0	0	0	47
	95.7	4.3	0	0	0	12.1
3. SMTHFLD	43	1	0	0	0	44
	97.7	2.3	0	0	0	11.4
4. CNTRL FALLS	21	2	7	0	1	31
	67.7	6.5	22.6	0	3.2	8.0
5. NO SM THFLD	6	9	13	2	0	30
	20.0	30.0	43.3	6.7	0	7.8
6. WOONSKT	32	9	11	1	1	54
	59.3	16.7	20.4	1.9	1.9	14.0
7. WARWCK	36	3	16	0	1	56
	64.3	5.4	28.6	0	1.8	14.5
8. WSTRLY	12	4	7	0	0	23
	52.2	17.4	30.4	0	0	5.9
9. MDLTWN	52	2	2	0	0	56
	92.9	3.6	3.6	0	0	14.5
10. NSHORHM	6	0	2	0	0	8
	75.0	0	25.0	0	0	2.1
COLUMN TOTAL	261	37	80	6	3	387
	67.4	9.6	20.7	1.6	.8	100.0

Item # 40 (Adminis.) "During the past school year, how many days of staff development have you
29 (Teachers) participated in?"

A. According to positions [# of days]

	0	1.	2.	3.	4.	5.	6.	7.	8.	9.
1. CENTRAL ADMIN	3 30.0	0 0	0 0	1 10.0	1 10.0	0 0	0 0	0 0	0 0	0 0
2. BLDG ADMIN	30 46.2	1 1.5	1 1.5	3 4.6	5 7.7	3 4.6	1 1.5	2 3.1	7 10.8	1 1.5
3. SCNDRY TCHR	54 65.1	10 12.0	1 1.2	0 0	0 0	0 0	4 4.8	0 0	6 7.2	0 0
4. ELEM TCHR	149 66.2	5 2.2	0 0	4 1.8	8 3.6	11 4.9	2 .9	4 1.8	23 10.2	2 .9
COLUMN TOTAL	236 61.6	16 4.2	2 .5	8 2.1	14 3.7	14 3.7	7 1.8	6 1.6	36 9.4	3 .8

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(continued)

	10.	11.	12.	15.	16.	20.	24.	25.	35.	39.	40.	ROW TOTAL
1. CENTRAL ADMIN	1 10.0	0 0	0 0	2 20.0	1 10.0	0 0	0 0	0 0	0 0	0 0	1 10.0	10 2.6
2. BLDG ADMIN	7 10.8	1 1.5	1 1.5	0 0	0 0	0 0	1 1.5	0 0	1 1.5	0 0	0 0	65 17.0
3. SCNDRY TCHR	6 7.2	0 0	0 0	0 0	0 0	0 0	0 0	1 1.2	1 1.2	0 0	0 0	83 21.7
4. ELEM TCHR	14 6.2	0 0	0 0	0 0	0 0	2 .9	0 0	0 0	0 0	1 .4	0 0	225 58.7
	28 7.3	1 .3	1 .3	2 .5	1 .3	2 .5	1 .3	1 .3	2 .5	1 .3	1 .3	383 100.0

Item # 40 (Adminis.) "During the past school year, how many days of staff development have you
29 (Teachers) participated in?"

B. According to school districts

[# of half-days]

		0	1.	2.	3.	4.	5.	6.	7.	8.	9.
1. PROVIDENCE		2	0	0	0	3	8	5	2	10	1
		5.3	0	0	0	7.9	21.1	13.2	5.3	26.3	2.6
2. CRANSTON		39	1	0	0	1	3	0	0	1	0
		83.0	2.1	0	0	2.1	6.4	0	0	2.1	0
3. SMTHFLD		42	0	0	0	0	0	0	0	0	0
		100.0	0	0	0	0	0	0	0	0	0
4. CNTRL FALLS		20	1	0	1	0	0	0	0	7	0
		64.5	3.2	0	3.2	0	0	0	0	22.6	0
5. NO SM THFLD		0	0	0	0	0	0	0	0	9	1
		0	0	0	0	0	0	0	0	30.0	3.3
6. WOONSKT		28	3	1	4	0	1	0	4	6	1
		52.8	5.7	1.9	7.5	0	1.9	0	7.5	11.3	1.9
7. WARWCK		34	10	0	2	6	0	0	0	0	0
		60.7	17.9	0	3.6	10.7	0	0	0	0	0
8. WSTRLY		10	1	1	0	4	2	2	0	3	0
		43.5	4.3	4.3	0	17.4	8.7	8.7	0	13.0	0
9. MDLTWN		53	0	0	1	0	0	0	0	0	0
		96.4	0	0	1.8	0	0	0	0	0	0
10. NSHORHM		8	0	0	0	0	0	0	0	0	0
		100.0	0	0	0	0	0	0	0	0	0
COLUMN TOTAL		236	16	2	8	14	14	7	6	36	3
		61.6	4.2	.5	2.1	3.7	3.7	1.8	1.6	9.4	.8

(continued)

Item # 40 - B. (Continued)

[# of half-days]

	10.	11.	12.	15.	16.	20.	24.	25.	35.	39.	40.	ROW TOTAL
	5	0	1	0	1	0	0	0	0	0	0	38
	13.2	0	2.6	0	2.6	0	0	0	0	0	0	9.9
	1	0	0	0	0	0	1	0	0	0	0	47
	2.1	0	0	0	0	0	2.1	0	0	0	0	12.3
	0	0	0	0	0	0	0	0	0	0	0	42
	0	0	0	0	0	0	0	0	0	0	0	11.0
	0	0	0	1	0	0	0	0	0	0	1	31
	0	0	0	3.2	0	0	0	0	0	0	3.2	8.1
	19	1	0	0	0	0	0	0	0	0	0	3(
	63.3	3.3	0	0	0	0	0	0	0	0	0	7.(
	1	0	0	1	0	2	0	0	0	1	0	5
	1.9	0	0	1.9	0	3.8	0	0	0	1.9	0	13.(
	1	0	0	0	0	0	0	1	2	0	0	5(
	1.8	0	0	0	0	0	0	1.8	3.6	0	0	14.(
	0	0	0	0	0	0	0	0	0	0	0	2.
	0	0	0	0	0	0	0	0	0	0	0	6.(
	1	0	0	0	0	0	0	0	0	0	0	5
	1.8	0	0	0	0	0	0	0	0	0	0	14.
	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	2.
	28	1	1	2	1	2	1	1	2	1	1	38
	7.3	.3	.3	.5	.3	.5	.3	.3	.5	.3	.3	100.

Item #41 (Adminis.) / #30 (Teachers) "Is this an increase in the time you spent in staff development over last year?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	7	4	11
	63.6	36.4	3.0
2. BLDG ADMIN	8	55	63
	12.7	87.3	17.0
3. SCNDRY TCHR	19	65	84
	22.6	77.4	22.7
4. ELEM TCHR	29	183	212
	13.7	86.3	57.3
COLUMN TOTAL	63	307	370
	17.0	83.0	100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	6	31	37
	16.2	83.8	10.0
2. CRANSTON	2	46	48
	4.2	95.8	13.0
3. SMTHFLD	1	38	39
	2.6	97.4	10.5
4. CNTRL FALLS	8	23	31
	25.8	74.2	8.4
5. NO SM THFLD	15	12	27
	55.6	44.4	7.3
6. WOONSKT	8	44	52
	15.4	84.6	14.1
7. WARWCK	13	39	52
	25.0	75.0	14.1
8. WSTRLY	6	17	23
	26.1	73.9	6.2
9. MOLTWN	4	50	54
	7.4	92.6	14.6
10. NSHORHM	0	7	7
	0	100.0	1.9
COLUMN TOTAL	63	307	370
	17.0	83.0	100.0

Item # 42 (Adminis.) "Have you done cooperative planning with any institutions
31 (Teachers) of higher education within the state of Rhode Island during the past year?"

A. According to positions

	YES 1.	NO 2.	ROW TOTAL
1. CENTRAL ADMIN	12	0	12
	100.0	0	3.1
2. BLDG ADMIN	29	36	65
	44.6	55.4	16.7
3. SCNDRY TCHR	17	69	86
	19.8	80.2	22.1
4. ELEM TCHR	46	181	227
	20.3	79.7	58.2
COLUMN TOTAL	104	286	390
	26.7	73.3	100.0

B. According to school districts

	YES 1.	NO 2.	ROW TOTAL
1. PROVIDENCE	9	29	38
	23.7	76.3	9.7
2. CRANSTON	22	27	49
	44.9	55.1	12.6
3. SMTHFLD	6	38	44
	13.6	86.4	11.3
4. CNTRL FALLS	10	21	31
	32.3	67.7	7.9
5. NO SM THFLD	15	15	30
	50.0	50.0	7.7
6. WOONSKT	16	40	56
	28.6	71.4	14.4
7. WARWCK	5	51	56
	8.9	91.1	14.4
8. WSTRLY	8	15	23
	34.8	65.2	5.9
9. MDLTWN	10	45	55
	18.2	81.8	14.1
10. NSHORHM	3	5	8
	37.5	62.5	2.1
COLUMN TOTAL	104	286	390
	26.7	73.3	100.0

APPENDIX C

Tables of 'Open-Ended' Responses in FY '75 Impact Survey

Names of "Other" Workshops Cited by Respondents
(Item #6)

Central Administrators [# Respondents]

- Arts in Education 2
- SDE Regional Policies 1
- Metrics 1
- Interest Centers 1
- In-Service for New Staff 1
- Teacher Services 1
- Music 1
- Learning Disabilities 1
- Work for Administrators in Eval... 1
- Early Childhood 1
- Drug Problems 1
- Education for Handicapped 1

Building Administrators [# Respondents]

- Metrication Workshop 7
- Career Education Workshop 4
- Principal Managerial Objectives... 4
- R.I. Council on Arts 3
- Parent/Teacher Workshop on "First Step" 3
- Bilingual Workshop 3
- CAM 3
- Music 2
- New Teachers Orientation 2
- Social Studies 2
- Teacher Evaluation 2
- Budget Preparation 2
- Math Program Development 2
- Language Arts 2
- Improvisational Techniques 2
- Student Jobs 1
- Integration 1
- English 1
- Non-Grading Implementation 1
- Criterion-Reference Testing 1
- Student Teacher Center 1
- Reading 1
- Project Management 1

[# Respondents]

- Mainstreaming 1
- Cooperating Teachers... 1
- Drugs 1
- Safety 1
- Certification 1
- Types of Learning 1
- Project Spoke 1
- Learning Disabilities ... 1
- A-V Equipment 1
- Curriculum Revision 1
- Sexism 1
- Group Guidance 1

"Other" Workshops - Continued

Secondary School Teachers

	[# Respondents]		[# Respondents]
• Writing Objectives for Career Education	5	Science	1
• Reading	3	MIS	1
• Slingerland Tests	2	Portuguese	1
• State-Wide Testing	2	Council of Arts in Stained Glass	1
• Curriculum Development in English	2	Parental Involvement Title I	1
• Due Process	1	Drug Abuse	1
• Teacher Training for libraries	1	American Dream, Economics	1
• Athletic injuries	1	Learning Disabilities	1

Elementary School Teachers

	[# Respondents]		[# Respondents]
• Metric	32	Language Arts	3
• Social Studies	12	Air-it	3
• Science	11	Guidance Test Review	3
• Report Card Structure	9	LAPs	3
• Reading	9	Christmas Decor	3
• Handwriting	7	Career Education	3
• Elementary Curriculum	7	Stuff & Sew	3
• Test Interpretation	6	Plants	2
• Bilingual	6	Discipline	2
• Portuguese	6	Volunteers	2
• Aquarium and Terrarium	5	Economics 480	1
• Building Learning Centers	4	Carpentry	1
• A-V Equipment Introduction	4	Project Readiness	1
• Wisconsin Design in Reading	4	Laminating	1
• Math	3		

Individual Needs Addressed by Training

(Item # 11)

Central Administrators

[# Respondents]

- Helps students in word identification 1
- Makes teachers comfortable to new science approach .. 1
- More flexible instruction from teachers 1
- Orderly introduction of new staff into school system ... 1
- Communicating with staff and community 1
- Reorganization of vocational education 1

Building Administrators

[# Respondents]

- Reading program 5
- Revision of language arts program 4
- Lack of knowledge of metric system..... 3
- Help children with training disabilities..... 3
- Science teaching 3
- Problems in mainstreaming.. 2
- Needs of preschool children .. 2
- Improve music program.....1
- Serve salary needs 1
- Build new materials 1
- Special Ed. techniques 1
- Writing programs 1

[# Respondents]

Budget preparation 1
Aware of school services offered 1
Labor management problems in implementing IGE 1
Better understanding of MBO 1
How to use A-V material.... 1
Revise curriculum 1
School self-study 1
Develop objectives for art courses 1
How to motivate students ... 1
How to deal with students who are below level 1
Develop goals for management of school 1
Standard methods of teacher evaluation 1

Secondary School Teachers

- Updating curriculum 3
- Reading Skills 2
- Career education 2
- Dealing with slow learners ...2
- Individualized instruction..... 1
- Counseling 1
- Student motivation 1
- Drug abuse 1
- Enlarging advisory council ... 1

New drama techniques 1
Interpreting test results 1
Understand portuguese 1
Hidden class problems 1
Language development 1
Human development 1
A-V material 1
Quality of life 1
Evaluate student teachers...1

Needs Addressed by Training - Continued

Elementary School Teachers

	[# Respondents]
• Teach, understand metrics	37
• A-V materials	12
• Math skills and games	11
• Construction of materials	11
• Reading games	7
• Fairness of grading	6
• LAPs	6
• Interpreting tests	5
• Portuguese language, culture	4
• Motivating students	4
• How to make terrariums	4
• Comprehensive improvement	4
• Children with reading problems	3

	[# Respondents]
How to evaluate students	3
How to deal with behavior problems	3
Handwriting	2
Self-Teaching devices	2
Working with volunteers	2
Improve social studies	2
Change in report cards	2
Meeting needs of slow children	2
Improve music teaching	1
Attention-getters for Center	1

Training Wanted in Other Areas
(Item #14)

Central Administrators

	[# Respondents]
• Metrication	2
• How to cope with emotionally-oriented questions not related to problem	1
• Curriculum writing	1
• In-service on handicapped problems	1
• Drugs	1

Building Administrators

	[# Respon.]
• Math-metric system	5
• Right to Read	4
• Reading	4
• Curriculum development	4
• Math, science curric.	2
• Writing teacher objectives	1
• Writing programs	1
• Relating science & art	1
• Creative problem-solving	1
• Human relations	1
• Race relations	1
• Administration	1
• Humanistic education	1
• Teacher evaluation	1

	[# Respondents]
Metrication	1
Incorpor. cultural arts	1
Improvisational tech.	1
Written communication	1
Hows of effective leadership	1
Community relations	1
Leadership training	1
Language arts	1
Non-graded school organization	1

Training Wanted in Other Areas - Continued

Secondary School Teachers

	[# Respon.]
• Minicourses	2
• Career education	1
• Right to Read	1
• Modern self-pacing science	1
Individualized instruction	1
Remedial reading	1
Effectiveness of language arts	1
Teaching of low ability students	1

Elementary School Teachers

	[# Respond.]
• Science	21
• Math	14
• Teaching metrics	12
• Reading	12
• Learning disabilities	9
• Career education	6
• Learning centers	6
• Teaching disadvantaged kids	5
• Right to Read	4
• Creative problem solving	4
• Social studies	4
• Language arts	4
• Writing behavioral objectives	4
Art	4
Music	4
Wisconsin Design in Reading	3
Gifted children	3
Handwriting	3
Behavior modification for ghetto children	2
Drama	2
Counseling	2
Grading problems	2
Elem. conservation	2
Individualized teaching	2
Improvisational drama	1
Multi-learning approach	1

New Curricula or Instructional Practices Introduced During Past Year

(Item #16 - Adminis.)

Central Administrators

	[# Respon.]
• Career education	2
• Cooperative work/study	1
• Metric program	1
• New science curriculum	1
• Teachers' aides	1
• Language arts	1
• Individualized math	1
Cross-grade grouping	1
Revised all curricula	1
Mini-courses	1
New reading courses	1
New social studies program	1
Music program expanded	1
Humanistic education program	1

New Curricula/Instructional Practices - Continued

Building Administrators

[# Respond.]

- Reading 9
- New math curriculum 7
- Metric 6
- Career education 6
- Science individualized instruc.. 5
- Revised social studies 4
- Language arts 3
- Drug Prevention 2
- Right to Read 2
- Team teaching 2
- Kindergarten restructured 2
- Project Primed 2
- Consumer education 1
- Parliamentary procedures 1
- Group counciling 1

[# Respond.]

Creative writing 1
Photography 1
T.V broadcasting 1
Basic psychology 1
Wisconsin Design in reading (comprehensive phase) 1
Wisconsin Design in reading (study skill) 1
Set up resource centers 1
New curriculum guide 1
New lang. arts objectives 1
Marine science 1
Elem. crafts center 1
Eliminated oversized study hall . 1
Human relations 1
Independent study program 1
Music program 1
New art program 1